

# THE TIMES Higher Education SUPPLEMENT

## Diplomatic appeal to hold fees

by John O'Leary  
Two foreign diplomats broke with tradition this week and appeared before a Commons Select Committee to appeal for a change of heart over the proposed increases in overseas students' fees.

Protocol has previously precluded comment by representatives of foreign governments on British policies, but Dr Tom Matur, high commissioner for Sierra Leone, and Mr Som Salu Jeerapandhi, councillor on student affairs at the Royal Thai embassy, agreed to give evidence on the effect of the new fees on their countries.

A closely argued paper submitted by the Thai embassy predicted that the number of students sent to Britain would be halved from the present 1,300 because of the new fees. "It would be a great tragedy for the people and government of Thailand if over 100 years of close contact and influence, good will and progress brought about by the education of its students in

Great Britain were to be so severely jeopardized," the paper concluded.

Dr Matur, a former university vice-chancellor, said Britain was considering abandoning the poor countries of the old Commonwealth in their greatest hour of need. The policy of charging full cost fees was "inward looking and selfish," he said, and would tempt students to take up offers in the Soviet Union, East Germany and Poland.

He told the sub-committee his feelings were shared by most of the old Commonwealth. And Lady Pickthorn, giving evidence for the Council for Education in the Commonwealth, said that a number of high commissioners at a recent reception had voiced the opinion that "the whole credibility of the Commonwealth is at stake".

The high commissioners had unanimously agreed that Britain would damage her relations with friendly governments because of the fee increases and that Third World nations would not be able

to cope with the rises.

The danger to existing numbers of overseas students in Britain was underlined by the United Kingdom Council for Overseas Student Affairs, which estimated that more than 20,000 students already in the country would have to pay the new fees. They were engaged on courses leading to high qualifications but, because of the special arrangements made for those in the same position when discriminatory fees were first introduced in 1967.

Mr John Barnes, one of the UKCOSA witnesses, told MPs that his college, Derby College of Further Education, had only one student enrolled for next year's courses, compared with 40 at the same time last year. Most overseas students at the college are on O and A level courses and pay no fees if they are under 18. Next year they would face fees of £1,300.

## Engineers divided over Finniston report proposal

by Robin McKie  
A serious split has emerged among Britain's professional engineers over their responses to the Finniston Report's recommendation of a government-funded engineering authority which would control qualification and standards.

This disarray, which is revealed in the preparation of several, widely different alternative plans, threatens to radically weaken the profession's impact on the implementation of the Finniston blueprint.

One confidential document prepared by executives of the Council of Engineering Institutions, which stands to be extinguished under the Finniston plan, urges that three different bodies take over the work of the proposed authority. One, which would be an expanded form of the CEI's own engineering registration board, would control professional standards; a second, which would be a new body for engineering education, would control training; and a third would act as a commission for changing national attitudes to engineering.

This approach would prevent unnecessary upheaval, leave the control of the profession with engineers and prevent excess government control through having undue influence of funds; the CEI plan states.

A different approach has been

suggested by the Institution of Mechanical Engineers which described the proposed authority as "an encroachment without precedent on the integrity and freedom of a highly responsible profession."

It has suggested that a body set up on the lines of the Finniston authority but independent of government control and most Financial support would come from the institutions and industry and proposed body could be aligned with the Privy Council.

But both of these approaches are opposed by the Institution of Electrical Engineers which submitted for this week's debate on Finance, a warning that "the self-interest of institutions, which has been the Council of Engineering Institutions, should be subordinated to the wider national interest."

The IEE pledged its support for Finniston and urged that the engineering authority be set up quickly. IEE president, John Brown, speaking at the Institution's annual dinner yesterday, warned: "Without an engineering authority, given adequate powers and mind to use them, the Institution's recommendations will have little more than a series of expirations."

## Development studies centre faces grant withdrawal

The future of the Institute of Development Studies, the highest and most reputable in Europe, based at Sussex University, is threatened with the withdrawal of its £1m a year grant from the Overseas Development Administration.

Unless a working party set up by the Institute's governing body can come up with alternative methods of substantially reducing the level of funding from the ODA, the Institute's grant will be phased out by 1986.

As a result, the Institute will be faced with either drastically reducing its size and corresponding importance, or changing its role and cutting back its large research programme.

"There's a very real threat. We are being faced with the prospect of very large cuts and we are having to consider changes," the Institute's director, Mr Richard Jolly, said last week.

The Institute's 1979-80 Government funding for 70 per cent of the Institute's budget of about £1,500,000. The eight-strong working party

which was set up last year to look at the Institute's plans for its next quinquennium which runs from 1981-86, is looking to the EEC, Swedish and Canadian aid agencies and a number of international agencies for substantial alternative forms of funding.

Their report to the ODA will be followed by a Government decision on whether to gradually phase out or considerably reduce its grant.

The Institute is considered to be the best of its kind in Europe, was set up in 1966 to bridge the gap between development theory and practice, and its reports have received widespread attention and caused serious impact.

During that period it has carried out an extensive and impressive research programme, graduate teaching, courses for civil servants from Third World countries and overseas operational work.

Its library, which costs £250,000 a year to run, has the fullest range of development literature in the world, and is used by more than 700 institutes all over the world.



"Approaching Dawn", Trollope and Cleyde, 1974. Golden Cocker Press by Eric Gill. The sculptor, letter-cutter and engraver is the subject of an exhibition at Manchester's Whitworth Art Gallery from March 10 to April 25, organised by post-graduate students of the university's Art Gallery and Museum Studies course.

## Burnham committee asked to reconsider APT membership

by David Jobbins  
The Government is to reopen the question of national recognition of the Association of Polytechnic Teachers.

Consultations are soon to begin with the employers' associations and unions already represented on the Burnham further education committee about APT's request for a seat. The Association of Metropolitan Authorities, however, has voted not to support recognition of APT at this stage.

Debate in the AMA's education committee was apparently lengthy and bitter, with the Tory majority sympathetic to APT but alert to the practical implications.

While the AMA's decision is irrevocable, there is a strong possibility that the Conservative-controlled local elections and non-TUC like APT and the Professional Association of Teachers may vote a lot of their support.

The Association of Councils has not considered the question of APT recognition since Mr Robert Ainscow, under-secretary at the Overseas Development Administration, He said that the political implications had been considered but that he would have to consult further before producing papers for the committee.

Questioned on the matter by Mr Alan Smith, the Liberal spokesman on education, Mr Neil Martin, the Minister responsible for the ODA, Any assessments of this nature are confidential advice to Ministers.

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An ODA spokesman said no paper on the likely political effects of the increase had been prepared in the department, and Mr Ainscow appeared to have been misunderstood. But no request has been submitted for an alteration to the terms of the sub-committee is pressing ahead with its demands.

When the ODA has agreed to produce new papers providing the information, the sub-committee has requested that they be included in the next report to Ministers—another request for a meeting—said the ODA spokesman.

Mr Kevin Macnamara, the chairman of the sub-committee, said he would make it clear that the MPs would make on the relevant issues.

The political implications of the increase have played an increasing role in the sub-committee's deliberations, as successive governments have pointed to the potential damage to Britain's foreign relations. The latest example came this week when a call from Malaysian students for their governments to withdraw all economic aid was reported to British

## MPs demand to see secret documents

by John O'Leary  
MPs have won the right to see Civil Service confidential assessments of the political consequences of raising overseas students' fees.

Members of the sub-committee which is carrying out an investigation into the effects of the new fee levels after being requested the information after evidence from Mr Robert Ainscow, under-secretary at the Overseas Development Administration, He said that the political implications had been considered but that he would have to consult further before producing papers for the committee.

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## AUT demands job guarantee

The Government should demonstrate the real intentions behind its policy on overseas students fees by giving an absolute guarantee that it will result in no staff redundancies or loss of places for home students.

The Association of Universities Teachers' Association said this week.

Dr Andrew Taylor, president of the AUT, said the effect of the policy was to withdraw £108m from university grants and to make it virtually impossible for home students to attract overseas students.

Universities were planning on the basis of the loss of half their foreign students, by 1983 Dr Taylor said. Applications were already 15 per cent down and disaster could strike some universities. Representatives of the National Association of Teachers in Further and Higher Education who also appeared before the Select Committee on Education said the likely loss of overseas students would change the character of institutions, foreign intake and destroy continuity.

Mr Francis Cammaes, principal of Rolle College, Exmouth said teacher training courses in mathematics and science subjects would have to close at his college if numbers from abroad dropped substantially. Mr Ray Grace, chairman of the union's polytechnics committee said a number of courses, particularly in economics and business education, would be at risk in the north east of England.

The two unions disagreed on the question of a national body to plan higher education, though both favoured greater cooperation between universities and the main



Laure Sapper

ained sector at both national and regional levels. Neither in their submission to the committee advocated a body with responsibility for the planning of provision and resource allocation, the monitoring of courses and advice on funding.

Intervene more in the management of the education service. They recommended that L.A.s should now have powers to ensure that there is no unnecessary duplication of courses between schools and colleges, and that they be given sufficient control over provision for 16-18 years olds.

They also want the responsibility of the L.A.s as employers to be precise. They recommend that governors and staff should become accountable to the L.A.s for the use of resources within colleges, since they claim there is a disturbing evidence of bad management contravening established L.A. policy.

The associations believe that L.A.s should have greater control to determine the constitutions and powers of governing bodies. The present system whereby the Secretary of State approves articles of government has been both cumbersome and divisive and resulted in three distinct stereotypes which cannot serve widely differing circumstances," they say.

They want a definite but limited role for governors, one which does not infringe the L.A.s' execution of its statutory obligations. Within this remit governors could provide a link between consumers of education such as parents, students and other further and higher education institutions.

Their role could also include making representations for financial resources to the L.A.s and making decisions on the allocation of resources within institutions, as well as assisting with decisions on courses and non-teaching staff.

## Libraries ask for more money

Research councils came under attack at the Standing Conference on National and University Libraries this week for not providing funds for general university library support when making allocations for research projects.

The conference said in evidence to the Select Committee on Education that university libraries were facing such severe budget constraints that they would be unable to provide this service without specific funding.

Services, which were also expressed in the lack of priority for research council funding for the humanities and the limited provision for the social sciences, although research in these areas also contributed to the national requirements.

The Standing Conference reiterated its support for the setting up of a national body to coordinate library and information planning machinery in the future.

## Specialization 'impracticable'

Sir Charles Villiers, Lord George Brown and Baroness Seear are among a 14-strong group criticising the specialization of secondary schools and higher education as being of little practical use to industry or society.

They want education to concentrate more on teaching people skills and preparing them for life outside the education system, and launched their campaign this week with large advertisements in the national press under the heading "Education for Opportunity."

The group, which includes individual satisfaction stems from doing a job well through the exercise of personal capability. Acquisition of this capability is inhibited by the present system of education, which stresses the importance of analysis, criticism and the acquisition of knowledge and generally neglects constructive and creative activity of all sorts.

Patrick Nuttens, page 27

## NELP halts threatened course intake

Recruitment of students to courses which may close in the sweeping rationalization proposed for North East London Polytechnic has been halted on the instructions of the Greater London Council.

His memorandum to heads of faculties says: "In the period while certain courses are being considered for discontinuation, you will please make no further offers to students who apply for courses which are 'courses concerned'." Already applications for endangered courses have topped 200.

The order has added to the anger of teaching and support staff at the point-driven by a working party at a weekend meeting to the polytechnic's output at Danbury. The proposals centre on the closing of two faculties (humanities and environmental studies) and three major departments (sociology, applied economics and music). All courses in the three departments would close, as would all humanities courses except education and independent study.

Staff are angry that the institution presupposes that the working party proposals will be endorsed by the Finance and general purposes committee of governors this week and the full governing body next month.

"Plans for a one-day strike, and picketing to coincide with the meeting were discussed by members of the National Association of Teachers in Further and Higher Education."

Students voted to strike for the day, and the five campus unions planned a mass meeting at Stratford town hall.

NATFHE members at West Ham rejected the strike in a ballot while striking branch reaffirmed its decision to strike. Picket lines were planned for the Barking precinct from 5.30 am in the hope that carefree and other manual workers would respect them. NATFHE members rejected an all-out strike but supported selective action.

The proposals, which were considered by the Finance and general purposes committee of governors yesterday also require a massive increase in student staff ratios, drawn from the widening pool of jobs.

The joint union liaison committee representing the five campus unions have rejected the plan to work to arrive at the end of course closures.

They told the governors that the reduction of the quality and quantity of the polytechnic's work would reduce the quality and quantity of the polytechnic's work.

Dr Breen said last week that a major criterion in selecting the courses to close had been whether they were library or laboratory-based. He argued the deal with the government to bridge the gap between the polytechnic and the independent equipment.

The cut facing NELP as a result of the three funding proposals of the governing body was £23.5m according to Dr Breen.

## Local authorities call for tougher powers

Local education authorities should be given sweeping new powers if they are to rationalize 16-18 education, the local authority associations have told the Macfarlane Committee.

The committee, set up last year under the chairmanship of Mr Neil Macfarlane, Minister of State in the Department of Education, is due to report this summer. It is gathering responses to several documents on the education of the age group.

The present division of powers between L.A.s governing bodies and academic boards handicaps both the effective management of institutions and any attempt to ensure the rational distribution and coordination of 16-19 education," the associations point out.

They say that L.A.s now want to

## Sheffield Poly plans to cut staff by 40

Sheffield City Polytechnic is to cut full-time teaching staff at the college by 40 over the next 15 months to help meet a budget cut of £375,000, or 2 per cent.

The principal, the Rev Dr George Tolley, said he hoped to cut teaching staff from 812 to 772 by July next year, and other manual workers would respect them. NATFHE members rejected an all-out strike but supported selective action.

The proposals, which were considered by the Finance and general purposes committee of governors yesterday also require a massive increase in student staff ratios, drawn from the widening pool of jobs.

## SSRC to oversee forecast groups' funds

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quality objective, and representative of more than one school or college.

During the next three years the SSRC will examine the whole structure of public and private funding for work in this field in full consultation with the relevant bodies and appropriate government departments.

They will look at the number of institutions, discuss whether the three main functions of economic forecasting, model building and commentary should be carried out separately, together and whether the work should be sold to private parties or receive substantial public contributions.

The outcome of the exercise, which is being considered on the same scale as the SSRC's plans to found designated research centres in chosen universities, will be reported to the full council which will outline concrete proposals for the rest of the 1980s.

## Next week

Academic freedom, world  
Amartya Sen - on economic  
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Four pages

# THE TIMES Higher Education SUPPLEMENT

March 7, 1980 No 385

Price 25p

## Research finance to be investigated

by Robin McKie  
Science Correspondent

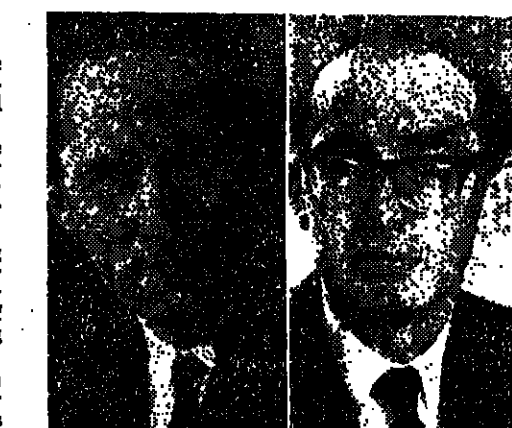
Britain's creaking dual-support system—the basic mechanism for financing research at universities—is to be investigated by a special committee of inquiry.

The Department of Education and Science working party may make radical proposals for overhauling the present system, which many scientists believe is failing to support proper well-founded laboratories.

Research councils are worried that increasing amounts of their money are being used to buy basic equipment, which should be provided by the University Grants Committee, instead of supplying specialist hardware and supporting researchers.

Now the working party, which will be run under the auspices of the Advisory Board for the Research Councils, is to investigate ways of alleviating the crisis. The group will be led by Sir Alec Morrison, ABRC chairman and chairman of the Committee of Vice-Chancellors and Principals. Members will include Dr Edward Peck, chairman of the University Grants Committee.

Other members of the group will include one research council chief, probably Sir Geoffrey Allen, of the Science Research Council; a Government scientist, probably Dr Martin Holdgate, director-general of research at the departments



Morrison and Parkes: to serve on committee

of environment and transport; and a member of the university community, probably Sir Rex Richards, the warden of Merton College, Oxford.

They will direct their work primarily towards the university sector. The group may suggest that in future more UGC funds be directed, at supporting only the most academically sound science departments.

Such a tough selective system would affect the fundamental principle of university autonomy and would no doubt arouse great hostility among scientists. By cutting out departments not considered academically acceptable, science would be channelled into areas only where results were expected. The likelihood of smaller, or more radical, departments producing unexpected research results would be dramatically reduced.

Other courses of action would be equally controversial. For instance if money were taken from departments other than science, to support basic equipment allocations, a storm of protest would erupt.

Nevertheless some action must be taken for increasingly research councils are being pressurized to replace equipment in laboratories where UGC funds are dwindling.

A measure of this can be gauged from the problems affecting the SRC's science board which funds most basic science, such as biology, mathematics, chemistry and physics at universities.

After years of relatively steady levels of grant applications, these have doubled in the past two years in real cash terms to about £45m, although only a third of this can be provided by the board. It is also known that several Nobel Prize-winning chemists are being given less than £1,000 a year by universities to run departments.

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## Nursery funds ruling 'penalizes women'

by Ngalo Crequer

Many women may be prevented from going into higher education because of the University Grants Committee ruling that public university funds cannot be used to subsidize nurseries, says the Equal Opportunities Commission.

The commission has written to the UGC pointing out the effects of the decision on women students and staff and asking whether savings cannot be made elsewhere. A spokesman for the EOC said: "As long as the main responsibility for childcare continues to fall on mothers, any financial cuts or closures of university creches will seriously affect educational and employment opportunities for women."

"This would come at a time when increasing numbers of women are returning to part or full-time education. If universities stop funding creches, this trend will decline as potential students will be deterred through lack of day care for their children."

The UGC has told universities that by August this year they must end any subsidies to nurseries or creches from their recurrent grant income. The decision means that many nurseries may either be forced to close or to cut back, or put up their fees to prohibitive levels. The plight of nurseries is made worse by the change in the financing of student unions. From next year, student union finances will come directly from the universities. Those that decide to follow UGC guidance on nursery funding will impose conditions on the students unions to prevent them spending money on nurseries.

At the University of Manchester Institute of Science and Technology, a last ditch attempt is being made to find alternative funds for its nursery. But at the moment it looks as if the nursery will close next year. UMIST Council has decided not to go ahead with a scheme for a 40-place day nursery to replace the present condemned one. Instead, the university will provide new apartments for its staff. A spokesman for the university said: "While the benefits to those who made use of the nursery were clear, a sports centre would be of enormous value to far more people."

At Sheffield, the nursery makes a loss of about £26,000, of which £16,000 is borne by the university and the remainder by the students' union. The university has asked the local

authority if it will subsidize the nursery or take it over. In the interim the university is trying to find ways of reducing costs by cutting down the number of places and making economies.

At Reading, the university was subsidizing 28 places at a local authority nursery. It has been decided to discontinue this scheme, but to offer financial help to students if their ability to continue on their courses would be jeopardized. Money for this would have to come from non-UGC funds.

At Birmingham, the university subsidizes its nursery by just under £5,000 a year. It recognizes this will have to cease and fees increased. A spokesman said: "We want to know the nursery open as it is an excellent and necessary service. But if we are driven to a situation where charging the economic rate leads to demand falling off, we would have to look at it and in principle say whether it would be right to keep it open."

At York, a spokesman for the university could only say that the future of the nursery was "uncertain". The university makes a contribution of £3,000 towards the total running costs of £12,500. The nursery is privately run but caters largely for the needs of the university.

At Essex, where there are places for 50 children, the university pays about £4,000 towards running costs and makes available about £8,000 for hardship cases which comes from non-UGC money. No decisions have been made, but it is likely that economies will be forced on the nursery and fees will go up.

At Aberystwyth the university has taken the view that the UGC has said no university money can be spent on nurseries, and that it has no right to offer such guidance. In fact, the university subsidizes the nursery only to the extent that it rents out the building at a nominal rate. It has decided it is not affected by the UGC letter.

The National Union of Students will be holding a one-day conference on nurseries tomorrow. It is part of a campaign to promote the need for nurseries in colleges. The NUS is gathering names for a petition to the UGC urging it to withdraw its letter of guidance.

The NUS says that about 4,500 children regularly attend the 100 nurseries at British colleges, the 35 university nurseries cater for about 1,600 children and there are about 1,000 on waiting lists.

## Lords call for technician inquiry

The present critical shortage of technicians in Britain should be examined by a special Government inquiry, the House of Lords was told in a debate on the Finniston Report on the engineering profession last week.

Lord Greville said he regretted that the Finniston committee had not considered the problem—which was preventing Britain's manufacturing industry from breaking out of its present decline—as within their mandate and he urged that an inquiry into technician shortage be launched "without delay".

He also backed the proposed engineering authority as an organization which would play an essential propaganda role. "I would therefore suggest that the Government should set up a steering committee with a target of bringing about a resolution to the problems involved in setting up an authority before the present institutions, which con-

trol standards of professional conduct, had failed. Unfortunately the report does give a slight impression, unwittingly, that all the institutions have failed equally. It is not at all true," he said.

The report, I think it is fair to say, pays more attention to professional standards than it does to industry making use of the engineers it gets. I think the balance was slightly wrong there and I think that was a pity."

Lord Howe also criticised the Finniston committee's recommendation on education—on which it produced a brief minority report. He described the proposal to restructure engineering courses to produce a new system of MEEng and BEng degrees as unnecessary.

## County councils compromise on regional cuts

by John O'Leary

Chief education officers in the East Midlands are proposing a reduction of more than 20 per cent in the budget of their threatened Regional Advisory Council as a compromise aimed at preserving its essential functions.

Leaders of the five county councils served by the RAC, which is responsible for coordinating further and higher education courses, had threatened to halve their contributions. But after an appeal from the Council of Local Education Authorities, the education officers' group looked for a less damaging solution.

Their report, which will be discussed on Monday by the standing committee of the RAC, recommends making three of the nine staff redundant and curbing many of the council's activities. It is accepted that the redundancies will be declared at the end of the month.

Staff at the RAC's Nottingham headquarters have put their case against such severe cuts to Mr Mark Carrille, Secretary of State for Education, after Mr Carrille and those connected with the work of the committee. The staff say the five education authorities in the region—Derbyshire, Nottinghamshire, Lincolnshire, Northamptonshire and Leicestershire—are making cuts of only around five per cent, as are



Students of the London College of Fashion model some of the clothes which are to form a collection depicting 100 years of fashion. A special show was given by the students to launch the collection, which has been started by design lecturer Myra Cowell from clothes given or lent to the college.

## Guidance 'under strain'

Our economic and political climate is placing considerable strain on the development of guidance services in colleges and schools, the National Institute for Careers Education states in its annual report this week.

"While the Government seems to remain overly concerned to improve careers guidance services, its public expenditure cuts are likely to hit hardest those areas which are accorded relatively low priority in these institutions, such as guidance services," it says.

The report also criticizes the national level of changes of bodies in direct conflict with the practical effects of national policies at local level. This would be dangerous for institutions such as NICEC which would be asked to carry out nationally based projects, while at the same time change in one direction while more powerful forces and policies might be effecting change in the opposite direction.

NICEC is firmly against a motion on the 16-18 question. It argues that legal entitlement to education and training away from work should not be restricted to 16-18 year-olds.

The National Institute has just been awarded nearly £40,000 by the Further Education Unit for a project aimed at designing a personal guidance base for the 16 to 18 age group. This will try to clarify the guidance and counselling area for this age group.

## Student women fight for jobs

The student association of Queen Margaret College, Edinburgh, has attacked Government committees to reduce spending on health and education for forcing women back into the home.

The association, which runs paramedical courses such as health visiting, physiotherapy, as well as a new economics and drama, is a predominantly female population.

The association says there will be fewer job opportunities for those training to work in education or the health service, and that the Government's intention to cut back on the paramedical service will affect women.

Student association president Mr David Johnston said: "Many medical facilities are being cut back with a reduction in nursing jobs. I don't know if it is a policy to force women back into the home, but this will be the effect."

The association made its statement on Wednesday, designed to mark the day of action by the National Union of Students in protest against Government cuts. The college has been directly channelled into a boycott of classes.

The day of action met with a fair response in Scotland and a boycott of classes and library workings at various universities and colleges.

## College heads fail to win policy seats

by John O'Leary

College principals have been rebuffed in their attempt to be involved in discussions on national higher education policy, after a sharp exchange with senior civil servants at the Department of Education and Science.

The Standing Conference of Principals and Directors of Colleges and Institutes of Higher Education met high-ranking civil servants, including Sir James Hamilton, Permanent Secretary at the DES, to discuss their complaints that their voice was being left out of important discussions.

But the meeting, which is understood to have been stormy at times, apparently made little progress on the substantive point of representation. A strongly worded letter from Mr John Barnett, then chairman of the Standing Conference, also failed to elicit further concessions from Sir James.

The principals have always been refused seats on national bodies because their sector is considered to be represented by the Association of Principals of Colleges or, at other times, the Association of Colleges in Further and Higher Education. However, they argue that the same could be said of the polytechnics, whose directors are

also eligible for membership of the two umbrella organizations.

In practice, both APC and ACPHE are dominated by the colleges of further education. Additional complications arise because APC has a trade union function through its seat on the Burnham Committee, and ACPHE is open to governors as well as principals. The fact that the Committee of Directors of Polytechnics is accorded the right to automatic representation supports the principals' case for similar treatment, says the Standing Conference.

Matters came to a head over membership of the DES study group chaired by Mr Stephen Jones, which is examining methods of financing the maintained sector of higher education. The Standing Conference was refused representation on the group, while two seats went to the CDP and two jointly to APC and ACPHE—neither of which was filled from the colleges of higher education.

Mr Neil Merritt, director of Ealing College, this week took over the chairmanship of the Standing Conference from Mr Barnett, who is to retire later this year as principal of the College of Ripon and York St John. Mr Merritt has been secretary of the group since its inception two years ago.

## Poly staff panel in danger

Efforts are being made to save a trade union advisory panel on polytechnic staffs from extinction.

The National and Local Government Officers' Association's most senior organizational committee has decided to wind up the advisory panel in April but an attempt to reverse the decision will be made at the union's annual conference at Eastbourne in June.

The panel was in effect a sub-committee of the association, which deals with all NALGO's local authority members.

Although union leaders agree the panel has served a useful purpose, in the past they think it has been used too often as a short cut through which issues can be raised with the national committee without first being pursued at branch and district levels.

Members of the panel accept there may have been a tendency occasionally to discuss parochial issues. But that few NALGO branches comprising both polytechnic and local authority members could spare much time for such issues.

to have a means of getting together at national level.

In view, and that of the panel, while we acknowledge the problem we should try to overcome it. Certainly we should not close the panel down."

Middlesex has tabled a motion for the summer's conference expressing dismay at the "counterproductive decision to disband the panel, and calling for its reinstatement."

Support has come from two NALGO districts, and the NALGO national universities committee has also expressed concern.

The panel was set up in the early 1970s to tackle the difficulties arising from the creation of the polytechnics. Only about half the 30 polytechnics in England and Wales have their own NALGO branches, and the panel provided an opportunity for discussions on issues such as overseas student fees and the cash limit on the advanced further education pool. Its supporters say that few NALGO branches comprising both polytechnic and local authority members could spare much time for such issues.

## Agreement near on administrators' pay

Final agreement on a comparability award for public sector college administrators and support staff was expected this week.

Their union, the National and Local Government Officers' Association, and the local authority employers have been involved in a struggle over the data collected as part of an internal pay comparability study which formed part of their 1979 settlement in addition to a 5.4 per cent increase.

No formal offers had been made by the employers in advance of this week's national joint council meeting, but the indication is that they would suggest increases ranging from 4 to 12 per cent.

Nalco negotiators argue that the employers are using the study data selectively, and are instead seeking increases ranging from 12 to 25 per cent.

Discussions between the two sides in advance of the week's meeting failed to produce agreement, although Nalco draws some consolation from the fact that at least the talks did not break down.

It is hoped that an agreement on equal opportunities, as yet unratified, between the Council for Local Education Authorities and the recognized teachers' unions in further education will bind local authorities to operate positive discrimination in providing female teaching staff with equal opportunities.

Action to radically improve the education, training and employment opportunities of women and girls was called for in a new NALGO

document.

The main reasons behind this apparent discrimination, as yet unratified, are the unequal opportunities in the past but also direct blocking of promotion at the interview stage.

Evidence indicates that women are still being subjected to questions on marital and family commitments.

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## New move to rescue research data

by Simon Midgley

A rich harvest of data from publicly-funded social science research never sees the light of day because no one publishes it in a useful and accessible form, leaving the benefits of any new knowledge to be enjoyed by only a handful of people and often lost to the academic world in general.

One Oxford-based researcher is so concerned about this unsatisfactory state of affairs that he is pressing the Social Science Research Council to publish everything of an academically respectable quality which emerges from any research project.

Christopher Platt, professor of the history of Latin America at St Antony's College, Oxford, says: "An enormous volume of research hardly ever sees the day. It sits in people's drawers because there is no outlet for it. We are pouring public money into something that has no outcome."

The problem is that there is no certainty that researchers will be able to find a publisher for the results of their work even though it may be a valuable piece of scholarship, he says.

The difficulties are particularly acute in some areas; for example, anthropology and social and economic history, where there are insufficient publishing outlets and the

nature of the work in question—elaborate data and tables—makes the material less attractive to traditional publishers.

When the work does find its way into the public realm as a book, a journal article, a formal report to the SSRC, an occasional paper or as archival material in the SSRC Survey Archive at Essex University—there is no central, discipline by discipline, published index to facilitate easy access by other workers interested in the particular field of study.

The solution, says Professor Platt, is to publish everything of a respectable quality on microfilm, a form of material in a properly and publicly indexed form. Microfiche publication would be much cheaper than the cost of the traditional form of paper publishing.

Although the SSRC may agree to fund a project, it is under no obligation to ensure publication of the findings. While there is an obligation on all SSRC funded researchers to present a final report these are, says Professor Platt, often "simply formal".

It is usually too early to include "mature conclusions" because the reports are presented shortly after the completion of the research and frequently such reports omit to in-

clude much of the actual research data. While 95 per cent of such reports are available from the British Library Lending Division, their quality and scope is variable and it is difficult to establish in advance precisely what each submission includes. Although some authors do write up their results in preliminary form as working papers, these are unlikely to find a readership outside the researcher's immediate working environment.

While the SSRC Survey Archive at Essex University does collect survey material, it only takes some data from some research projects. In a proposal currently being considered by the council Professor Platt says: "If the results are not published in a useful and accessible form, the project might just as well have never existed and need never have been funded in the first place."

He also adds that "the possibility of finding no outlet for a major part of the data and results arising from a multi-year project is a powerful disincentive to detailed research."

David Walnwright, press officer of the SSRC, says the council is currently considering the practicability of making available end of grant reports and supporting data on microfiche.

## Cash boost for research

Research into the feasibility of a credit transfer system for higher and further education has received a fillip with the news that the Government will fund the second tier of a major examination of the subject.

The Department of Education and Science has agreed to provide £55,000 to fund a second year's research into the needs of potential students for information on credit transfer possibilities.

The first report of the Educational Credit Transfer Feasibility Study, directed by Mr Peter Byrne, at the University of Essex, will be sent to higher and further education establishments in the United Kingdom next month for discussion.

This report looked at the necessity, feasibility and cost of establishing a service for recording and providing information on credits in respect of previous studies.

For the second report, the study group will undertake a first-hand survey by means of postal questionnaire and interview to discover student needs.

In particular they will want to find out the views of students on professional and vocational courses about transfer, the form of service that might be required, and the extent to which information on credit available for experiential learning might be useful.

Future research will also concentrate on the extent to which credit transfer at a postgraduate level is a problem and the kind of information these students would require.

The study group also wants to know what form of service might be required by careers and other educational advisers.

## Students press for 36 per cent grant increase next year

The National Union of Students this week submitted a claim to the Government for a £50 a week grant for the next academic year, an increase of 36 per cent on this year.

The NUS has also put forward proposals which in the long term could result in all students taking a year off between school and college to do community work or gain some work experience.

The proposals form part of the union's long-running campaign to win full grants for all full-time students and so abolish the parental means test, under which grants are reduced according to family income.

The NUS president, Mr Trevor Phillips, discussed plans with Mr Rhodes Boyson, the Minister for Higher Education, to lower the age at which students are totally independent of their parents from 25 to 23, and to give full grants to all students who have lived independently of their parents for over two years.

At present two out of three students have to rely on contributions from their parents to make up their grants. About 30,000 parents are expected to pay more than £1,000 a year towards a grant.

Mr Phillips denied any intention to create a new variety of National Service. "We want students to choose what they want to do. I am sure some body could be found to help them find temporary work or community work."

The NUS also wants an end to the system of discretionary awards which cover certain advanced qualifications including law examinations and some medical courses.

Mr Phillips pointed out that the 36 per cent grant increase, which would mean £1,694 for students for 1980-81, and £2,040 for London students, had to last until June 1981, since the account of inflation until June 1981.

## 'Jobs for all' promise to youth

No jobless school leaver would be without work or training in 1980 as a result of the Youth Opportunities Programme expansion, Mr Jack Wild, of the Manpower Services Commission, said.

He promised that all 1980 school leavers will be employed by Easter 1981, would be given a place on YOP which has now been extended to provide for 260,000 youngsters. In addition, a place would be offered to all young people who had been unemployed for a year.

"We will increase our support for those managing and supervising YOP schemes to improve the content and quality of the programme," Mr Wild said. "We must also begin to pay particular attention to the growing numbers of

those over 19 who are outside the programme and pass on to those preparing young people in schools for working life the lessons we have learned and are learning from YOP."

He urged all careers teachers to find out more about YOP by visiting local projects and seeing the programme in action and seeing whether it had applications to the final year school curriculum in helping to prepare young people for working life.

Reviewing the programme's success in 1979, Mr Wild said that YOP had reduced the unemployment rate for the under-18s from 14.5 per cent in 1978 to 11.8 per cent in 1979. YOP had given training and work experience to 210,000 young people who otherwise would have been jobless during 1979-80.

## Carlisle slams the door on polytechnic charters

The door through which some polytechnics had been hoping to gain independent charters, was effectively closed last week by the Secretary of State for Education, Mr Mark Carrille.

Mr Carrille accepted that polytechnic academic standards can be fully marked only by the award of university status. "Mr Carrille said: "As a celebration to mark the tenth anniversary of Liverpool Polytechnic, I ask those who still harbor after the unique position of polytechnics and face the challenge of consolidating the indispensable work they are doing."

Polytechnics were designed to be powerhouses of practical, largely vocational education.

## Teachers 'should become modern-day Vikings'

Teachers must learn to raid educational bodies for in-service training instead of expecting universities to provide them, Professor Alan Rogers of the New University of Ulster told an audience of teachers last week.

Speaking at the Northern Ireland Federation of the National Association of Schoolmasters/Union of Women Teachers, Professor Rogers, who is professor of continuing education said that teachers must make the initiative.

"Perhaps you should become modern-day Vikings, plundering the centres of learning of their jewels but in the process bringing your own insights and experiences to enrich those bodies," Professor Rogers

said. "In-service training of teachers should be a mutual learning experience for provider and teacher alike, a step towards the creation of a learning society."

He said it was nonsense to call for a single form of training for all teachers whether they intended to work with nursery groups, the disadvantaged, the very young or adolescents. However, transfer between the various sectors must be made easier.

A wide range of types of provision, both informal and formal, was needed from one-off events in long-term courses, to the continuous upward housing in which many bodies would be involved and where

the greatest flexibility was necessary. "I am not one who calls for systematising the whole field or for co-ordinated programmes," Professor Rogers pointed out. "The strength of continuing education lies in the freedom to go to the provider, to choose what to learn, and to learn at one's own pace."

He added that this provision must treat teachers as responsible adult students capable of organising their own programme of learning out of the diverse elements which might be provided.

The best education and training of teachers is that which is built upon and illuminated by growing maturity and experience. There is much which can only be learned in life," he said.

### The Dartington Conference

#### New Themes for Education

Education and the Idea of the Self · 11th-13th April, 1980

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The Dartington Society, Dartington Hall, Totnes, Devon  
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A limited number of places are available.



## The loneliness of the part-time lecturer

reason to discourage them. Corvallis offers four-week sessions in June and August with a choice of courses. This year ranging from "The seductiveness of evil" to "Sociobiology and modern Darwinism".

Although the oldest and best established alumni colleges breed even or make a small profit, most are probably subsidized by their institutions, according to Calvert, who is preparing a book on the subject.

From the university's point of view, they may be worth subsidizing for their public relations value. "I hope is that their long-term return would be the kind of increased prestige the parents have. In turn, more financial support from alumni and others, will more than cover the costs of getting them established."

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## Overseas News

## British-style science policy recommended

from Guy Neuve

PARIS

The role of central government in defining research policy targets and allocating finances should be strengthened. This is the main recommendation of a report drawn up by M Robert Chabbal and recently presented to the Secretary of State for Scientific Research M Pierre Aigrain.

Much of the thinking behind the report was based on Britain's Rothschild Report.

The report recognises that in future research policy must come under far closer supervision. Government and industry, public as well as private, will wish to have a greater say in determining research priorities and research funding.

To avoid the uproar which previous proposals created in the research world, M Chabbal, ex-director general of the Centre National de la Recherche Scientifique, proposes that research be divided into three groups.

The first group will consist of fundamental or exploratory research. The second category includes all research with a specific application that makes it suitable for funding from various sources.

The third category is more in the nature of development than research. Projects in this group, the report suggests, will correspond very closely to the programmes for technological development currently drawn up by the Government. This type of research may be linked to well-defined budgets and given specific target dates.

First category research will remain the responsibility of the Centre National de la Recherche Scientifique. The main area of government initiative will be with the second group of research.

In order to match the research priorities of the government with the interests of universities, research agencies the report suggests two significant changes in budgetary procedure. It calls upon research-ministerial ministries to draw up a medium and long term outline to indicate their areas of priority and



Pierre Aigrain: given report

contracting research agencies to define their own research interests on a rolling three year basis.

Contrary to the success of this proposal is an increase in the standing and administrative authority of the Directorate-General for Scientific and Technical Research. Under the impetus of M Aigrain this agency has gained importance.

The system of research policy and budgeting in France is based on a vertical relationship between the research agency and the ministry that has administrative oversight for it. Funding comes direct from the ministry. In future, the report suggests, research agencies should be able to draw their finances from a number of different ministries. The directorate-general will match applications with the priorities laid down by the various ministries. The report suggests that the directorate general have greater control over the research budget—estimated at some Fr. 450 million this year.

There is a real possibility that disputes between ministries over research areas will leave the proposal stillborn. It is still in the balance whether the directorate general will be able to assume some of the powers that Rothschild foresaw for the Central Policy Unit.

## Foreign intake increasing

Numbers of foreign students in French universities are spiralling. A recent study by the review *Hautes Etudes* has shown that between 1973 and 1979 the number of students in French higher education from overseas grew from 85,578 to 180,000 last academic year—an increase of more than a quarter.

The study shows that of all foreign students 80 per cent or 86,000 are from Third World countries. The largest group comes from Africa—65 per cent—followed by students from the Middle East—15 per cent—and a further 6 per cent from South-East Asia.

The bulk of African students is from the Arab-speaking ex-French territories—over 60 per cent.

Students from developing countries appear to be moving into the

fields of science and technical studies. Two years ago the Minister for Higher Education, Mme Alice Saunier Slet, suggested that the majority of students from under-developed countries were following courses of little use to their homelands in arts and social sciences.

A third of Third World students hold French government grants. The greatest concentration of government grantholders is to be found in the two year university institutes of technology.

The French government's priority is to help overseas students to help future teachers and technical personnel. In 1978-79 the government awarded 2,240 scholarships for overseas students to study in their home country and a further 7,212 grants for short study visits to France.

## Dutch and Belgians to run joint language convention

from John Richardson

BRUSSELS

Four Dutch and Belgian ministers have proposed a language union convention applicable to Holland and Belgium, which will be put before their respective cabinets.

The Belgian, Dutch-speaking ministers for education and the Dutch community Mr J. Ramackers and Mrs R. de Backer met Dr Arie Pels and Mrs M. Gordenier-Berendsen, the Netherlands ministers for education and culture and social work, at the Castle of Ham at Steenokkerzeel near Brussels.

The proposed convention, expected to be signed by Belgium and the Netherlands, is for a common policy concerning Dutch language and literature in the broadest sense. It is intended to bring the convention into force this year.

They spoke of their satisfaction

over cooperation in the field of Dutch culture and education outside the Netherlands, and agreed to work out plans to organize a colloquium on the renewal of basic education as part of the celebrations for the state of Belgium's 150th anniversary.

Plans are being developed for joint long-wave radio programmes, and a Belgian House will be opened in Amsterdam this summer to act as a centre for the dissemination of Dutch culture with the Dutch in their turn pledging to open a Dutch House in Brussels in the near future.

The ministers expressed their opinion that the availability of books in the Dutch language was of enormous cultural significance to the people of Belgium and the Netherlands, and that retail price reductions agreements should not be allowed to restrict consumers access to Dutch literature.

## Uli Schmetzer penetrates the locked doors of Europe's first feminist university and finds it over-subscribed

The winter winds blow unceasingly through Europe's first feminist university which functions in an old palazzo in the ancient centre of Rome.

But the fledgling campus is already providing a choice of 21 courses for a first-year student population of just under 500. Two months after its inauguration, the feminists have already resorted to numerous *clausus* to avoid overcrowding.

The new campus is difficult to locate. Below the arched portals of an old palazzo a sign scribbled on cardboard reads: Virginia Woolf Cultural Centre. A few sturdy ladders ensure that no male advances further.

"Our university does not wish to provide an alternative," says Pia Cadinna, one of the Virginia Woolf founders. "We only want to provide a critical rapport with the outside."

It is a university by women for women. The list of lecturers and professors reads not only like a Who's Who in Italy's feminist movement but more like its list of general staff. Included are the creators of Rome's women professors, women writers, women journalists, women researchers.

So far each lecturer has provided her services free for two hours a week. The fee for students is, a trifling E7 a year (which gives right to two courses) but graduates cannot expect a bourgeois diploma or degree, at the end of their studies—just enlightenment.

"Our idea is to provide knowledge, to debate topics of vital interest to women and to provide with data for discussion," says Roberta Tatafore, a lecturer in sociology.

"The majority of enrolled women are students, but we have quite a number of housewives and some pensioners. We hold traditional lessons without the traditional

## Woman's own success story

trimmings. We sit around the table and the lecture is more open to discussion than the normal academic lecture."

Though males are banned most of the textbooks are written by male authors who seem to have monopolized study topics that have an inevitably feminist flavour.

Topics being studied at Virginia Woolf range from the anthropology of women to a course on Islamic studies with the two main topics the political conscience of the Moslem woman and 'the feminist movement as instrument of nationalist and imperialist regimes'.

The most popular course is Greek literature where lecturer Luciana di Lello traces the roots of women's subjugation right back to the myth of Prometheus and Pandora.

Literature and modern history have the widest feminist scope, ranging from the work of women in the industrial society to the literary contributions of feminists and the creation and dissolution of feminist movements between the turn of the century and the advent of Fascism.

A physiology course debates the biological determination of the sexes and a psychoanalysis course has been turned into a dialogue with mothers to debate the problems of rapport with their children. "We have chosen subjects that

have emerged from the feminist struggle in Italy over the years," says Tatafore.

The creation of a feminist campus has obviously struck a receptive chord. Next year's courses are already virtually filled.

Roberta Tatafore admits: "We did not expect this kind of success. In fact we have had to limit to 40 the number of students per course. There is no selection or educational criteria, we simply take the first 40 who apply. Anybody can join a course as long as they are women."

The idea of a feminist university (a similar institution was started in Belgium this year) was the brainchild of the organizers of Rome's "House of the Woman"—the run-down former court palazzo in Governo Vecchio 39 which was occupied by feminists three years ago and which has since served as their headquarters and bureau.

Some of the palazzo's many new have already been occupied by feminist organizations like the movement which spearheads the fight against wife-beating and caters tougher punishment for rap.

But the most immediate problem for the Virginia Woolf University is the lack of facilities. So far the campus has little more than a generous dose of goodwill and academic enthusiasm. Although a library for women only—in nearby Piazza Farnese serves the students there is no reference library at the campus nor facilities for study or debate outside the lectures.

Worse, the university badly needs a heating system. And the staff cannot be expected to teach for nothing for ever.

He has been applied to by the city council for funds. The survival of their campus will depend on the goodwill of a political system which has never shown itself too generous with finance for education—unless lobbied by strong voter potential.

## Uneasy truce for troubled campus

from Martin Feinstein

JOHANNESBURG

Students at the troubled black University of the North, near Pietermaritzburg, Transvaal, settled down to an uneasy truce with the university administration last week after threatening a mass boycott.

They had warned that they would stay away from classes unless the university reversed a decision to refuse re-admission to five students, apparently because of their links with the Azanian Students Organization (AZASO).

The five—Thomas Nkomo, president of AZASO, Mr Ngwenkwe Ramathodi, who was expelled last April but readmitted after a successful Supreme Court action, Mr Jany Mthembu, Mr Oupa Ramachela and Mr Bennie Masekole—were barred from registering when the university opened last week for the new academic year.

The university said this was for "reasons other than academic", but denied it had anything to do with their involvement with AZASO.

Students were also angry that another 10 of their number, who planned to go into the university this year of study, were also refused re-admission because of poor academic performance.

They made it clear how they felt at the official opening ceremony by remaining seated during prayers and at the formal academic procession left the hall and by singing a 2,000-strong march on the administration buildings, carrying placards reading "re-instate our brothers and sisters" and "what have we done? Blackness is our sin".

After the boycott threat the university promptly banned all mass meetings on campus and warned students that they would be expelled unless they turned up for classes.

Later the police arrived in force, stationing themselves at the entrance and strolling around the campus. A number of students turned up for a planned singing and dancing session to celebrate the annual.

## Students who are losing their wanderlust...

from James Hutchinson

BONN

West German politicians and educationists are concerned about the growing reluctance of German students to spend even a short period at universities abroad. For more than 15 years, despite the rapid increase in the student population, the number of young Germans going to foreign universities for a term or two has remained constant at around 6,000. That is currently a mere 1.5 per cent of the total number of students.

The statistics for comparable countries present a quite different picture. A report published by Unesco showed that West Germany was the only country in a table of 13 where the number of students at foreign universities had either stagnated or gone down. Moreover, although so few German students are prepared to go abroad, a recent poll concluded that more than 80 per cent of students considered that a spell as a foreign university would be beneficial to them.

This lack of wanderlust is put down to several obvious factors: a sojourn abroad lengthens the university course, it exacerbates financial problems, it means leaving family and friends, and many students fear there could be problems settling down again when they return home.

But these reasons are not convincing. British, French, American or Italian students, are in the same boat. And, in fact, only 6 per cent of German students who do take the plunge say they experience no settlement problems.

Herr Wulf Schoenbohm, deputy head of the Konrad Adenauer Foundation near Bonn, has been looking for other reasons. He points out that in the past decade the German university has become what he calls a mass training centre, churning out people for jobs that require special qualifications. The aim is to get through the course as quickly as possible. The result is that going to university is an intellectual advantage, has long been overrated by reality.

Many senior school pupils no longer choose to take the subject to which they are likely to go while teacher was likely to give them the best marks in the Abitur, which is the passport to university. Today only 2 per cent of pupils took two modern foreign languages up to Abitur level, compared with 50 per cent in 1968.

... and worrying over pensions by Günther Kloss

The present generation of German students is largely non-political. Despite the continuing activity of small, mostly leftist, groups and the old protest, most students have turned away from contemporary problems and—out of frustration and resignation—have become more inward-looking.

This summarizes the findings of a survey carried out by the government-financed HIS Institute of Higher Education. His Institute, among a representative sample of 3,300 students who were all well advanced in their courses, found that the majority of students favoured the university and the

labour market, and towards the present economic and social order. Eighty per cent of the university interviewed believe that the legislation in recent years has improved their position; rather, they achieved the reverse. Factors which appear to have contributed to this substantial change of attitude, compared to five or 10 years ago, when there was a strong desire to change the entire political system, are the uncertainty, the restrictions of admissions, financial worries, the mass aspect of present-day universities, the high cost of education, and the influence of the law of the student council, rather than general political matters.

## Staff and students are jointly protesting at plans for one of London's polys. David Jobbins reports

## Countdown to chaos begins at NELP

North East London Polytechnic seems set on pressing on with its plans to cut back on vast areas of its work. By the narrowest of margins the proposals have been backed by the governors' policy and resources committee.

Among those voting seven to six for the proposals were polytechnic director, Dr George Brossan, and chairman of the governors, Council of the Governors, Council of the Governors.

The plan now goes to a meeting of the governors later this month. The committee agreed to refer the plan to the polytechnic's academic board, and said that the working party should open discussions with staff unions.

Staff and students lobbied the meeting at the culmination of a day of action in protest at the plans, which involve the loss of two faculties, three major departments, and discontinuation of a number of courses.

One precinct—Barking—was totally closed by strike action by lecturers, administration and clerical staff and students. Key members of the General and Municipal Workers' Union, including caretakers, refused to cross picket lines at Barking and other minor sites.

About 500 attended a mass meeting at Stratford, which was told by NALPHE president, Mr Jack Tyrell: "We have to do as to call on the committee to call a halt to the whole process and meet union representatives before educational chaos and chaotic relations between the authorities and their employees result."

He then led a march through rush hour traffic to the lobby of the governors' committee meeting. A NALPHE delegation which saw Councillor Edwards was told that it was for them to suggest alternatives to the plan. Councillor Edwards refused to discuss the proposals with THEES.

The plan now approved by the committee involves withdrawal from Waltham Forest, one of the three funding boroughs, and the re-

distribution of the environmental studies courses based there. The faculty of humanities would also disappear as would most of its courses, and courses in applied economics and maths would cease.

The humanities faculty has only recently recruited staff to run a new degree in cultural studies, which has received approval from the Council for National Academic Awards for a 1980 start which presumably will not now happen.

The polytechnic has already informed the CNAA of its plans. The CNAA has made no secret of its anxieties, and intends to visit the polytechnic soon to ensure that the interests of students on closing courses will be protected and that the reshaped polytechnic will remain a proper academic institution.

As the immediate reaction to the abrupt announcement of the plans died down, the longer term response was being considered. In addition to the action being taken by unions to protect their members' job prospects, the academic board has begun to prepare an alternative plan for continuing against the clock. The plan is scheduled for completion ready for the academic board meeting on March 19, only two days before the governors' meeting.

Working parties were quickly established in the threatened faculties and departments to consider the impact of the plan.

Heads of these departments, who learn of the plans at the same time as their staffs and students, have also begun to speak out at the proposals. Mr Michael Rustin, was one of the first to defend his department to sociology department.

"It takes many years for a department to develop to a high standard and reputation. It seems it might take only a working party proposal and two committee decisions to destroy it. One cannot argue the sense of the decision, supporting a development like this, for so many years, and then abandoning it at this point when so much progress has been made," he said.

The specific proposals were attacked in a briefing paper, submitted to a meeting by the NALPHE joint union liaison committee, as "muddled thinking".

It is short-sighted to close the sociology and applied economics



The protests begin, backed by staff and students

courses thereby reducing student income, the unions say.

While some courses are threatened, the polytechnic is pressing ahead with developments in other directions. A recent approval by the CNAA is the BSc major admissions departments at other institutions not to accept transfers of students from NELP.

The specific proposals were attacked in a briefing paper, submitted to a meeting by the NALPHE joint union liaison committee, as "muddled thinking".

It is short-sighted to close the sociology and applied economics

## Mrs Thatcher's outspoken one-man think tank

Ngaio Crequer talks to Robert Rhodes James who has become Conservative Party liaison officer for higher and further education



Robert Rhodes James says he was surprised when Margaret Thatcher asked him to take on the job of Conservative Party liaison officer for higher and further education. Yet there can be few people more obviously suited for the position.

He is an academic with an unimpeachable record as an historian and published his first political pamphlet at the age of 25. He has an intimate knowledge of the workings of the House of Commons, was a Commons clerk for eight years and became MP for Cambridge in 1976.

He has been a Nato research fellow and in 1972 was for four years a senior adviser to the United Nations Secretary-General. He has visited almost every university, has taught at Sussex and in America and is a fellow of All Souls, Oxford.

He is currently Parliamentary secretary to Nicholas Ridley and Neil Martin at the Foreign and Commonwealth Office and cares passionately about overseas development.

But more important than his experience or qualifications is his attitude to his task. He sees himself as a conduit between the Government and higher and further education.

He is going into it, he says, with a brief and with a mission: to bring to the Government's attention the needs of higher and further education. It is not a job, he says, to be done in a half-hearted way. It is a job that requires a full commitment.

"I have no ministerial power but I shall be keeping closely in touch with Mark Carls and I identify problems I shall let him know. And I do have access to Margaret Thatcher. It does mean that I can say to her, say, over a drink, that there are things that we ought to be looking into."

Rhodes James is still working out the approach he will make to his job but one of the areas he is concerned about is long-term research into some of society's problems where education and Government could do more together, such as environmental issues.

The Open University and adult education are two areas in particular he wants to look at, and he thinks the colleges of further education should be more involved in the mainstream.

An area he has had much to say about, at least privately, when policy was being formed, was the government decision to charge overseas students full-cost fees. He is quite clear about this. "I greatly regret it is necessary to do this. I do accept there is an awful lot of money involved and I am worried about it. There is a theory that as some students come from richer countries that the students themselves are rich. That is not the case."

He is concerned mainly about those students already here, those covered by ODA programmes, and those who are not exactly post-graduate. He makes the same point about the bursary scheme for overseas post-

graduate students an important achievement although he recognizes that the money in the scheme may well prove to be inadequate.

"When the Labour Government introduced a quota and put up fees I criticized that strongly. I think the surprising thing about the current overseas policy is that the principal opposition has come from the Conservative benches and not the Labour Party. I thought that was unfortunate. There has been none of the hullabaloo which I would have expected."

He thinks that in the past some universities have made the position worse for themselves by lobbying abroad for more overseas students. He genuinely cares about the cross-fertilization of ideas that overseas students help to bring to higher education. This, he says, is not in itself justification but he would be saddened if it disappeared entirely.

"No one knows what the effect of the policy will be but we are hoping desperately that the economy will improve. I would hope that the whole thing would be reviewed sympathetically. Mark Carls is under terrific pressure at the moment."

"I am a loyal member of the Government but I was one of many Conservatives deeply unhappy."

He accepts that some universities will be hard hit by the overseas policy but he thinks that some vice-chancellors have over-reacted. He makes the same point about the bursary scheme for overseas post-

than three years of study, NELP's course is designed to give students enough understanding of manufacturing systems to allow them potential for front line management.

Course tutor Mr David Garrod reports an encouraging interest from industry and potential students, who will be sponsored by the major manufacturing companies who have collaborated in the initiation of the degree.

Its vocational nature is much in line with the developments envisaged for the polytechnic by the working party and Dr Brossan.

More bizarrely, the polytechnic is also seeking support from Nuto in establishing courses in conflict studies. With a regrettable lapse in timing, the exploratory trip to Brussels to sound out Nuto on the proposals occurred at the height of the initial burst of anger at the working party's plans.

Continuing the vocational theme, the polytechnic has also received approval for a BEd "add-on" component for its pioneering but not totally free from criticism Diploma of Higher Education course.

These two developments—plus planned degrees in physiotherapy and health studies—are already viewed by Dr Brossan as steps towards a vocationally-oriented polytechnic.

"We must shed the fashions of the 1970s," Dr Brossan has said. "If any courses must be closed they must surely be those for which there is national overprovision, for which the quality and quantity of recruitment is declining, or which do not suit the needs of the new decade."

The questions being raised now ask whether the proposals fall within these categories and whether the discussion should not have been widened at an earlier stage.

Tucked away almost at the end of the list of planned closures and cutbacks drawn up by the working party is the centre for institutional studies, one of NALPHE's major innovations, which will disappear if the plan is approved.

It has built up its considerable reputation examining the development of other higher education institutions, and it is the height of irony that it should meet its end as part of what many people see as a last-ditch experiment for the shape of higher education under the Conservatives.

"I do not think you can have too many universities but I am unhappy about the general standards of one or two of them. I will not name any but the difference in ability is very marked."

"One of the real problems of the new universities was that they were formed at such a rate that a number of people got high sounding positions who really were not up to it. In a normal situation they would not have got chairs. They were second-raters."

"This is very bad luck for first rate people who are finding it very difficult to get any job at all because the machine is not expanding."

"There is an extraordinary disparity between vice-chancellors and heads of colleges. Some of them are outstandingly good, some others have been appointed out of desperation because nobody else applied. Leadership is tremendously important. A dud can really start trouble at the top."

"One of the problems with the polytechnics is that in some cases they have tried to become mini-universities and expand their field of activities without enough people of ability to make a success of it."

There is a problem with overlapping and duplication of courses but he would be anxious not to disparage the polytechnics.

Higher education thinks it has been unduly battered by the present Government and that its problems are not fully understood by policy makers.

In Rhodes James they may have found a man who is temperamental, disposed to listen to who shares the concern expressed by many. It will be interesting to see to what extent he will be able to impress his views on his colleagues in power.



## Teesside, the hard option for Dr Longfield

Teesside Polytechnic's new director, Dr Michael Longfield, is a grayer Yorkshireman who weighs his public pronouncements with deliberate care.

He rolls his phrases around, favouring them for every potential pitfall before they finally emerge carefully drafted to avoid pitch-forking him into controversy.

His reticence is no surprise, given Teesside's recent history. Dr Longfield's appointment follows very closely the decision of the Council for National Academic Awards to lift its threat of withdrawal of recognition from Teesside.

The CNA's vote of renewed confidence came after resources were rapidly pumped into the polytechnic by Cleveland County Council, and the former director, Dr John Houghton, retired prematurely.

Dr Longfield is unwilling to discuss the affair. "A great deal too much has been said about Teesside," he said. He shares the general resentment of polytechnic staff as the publicity it generated, much of which they regard as unfair in that there were untrue suggestions that academic standards had been criticized.

Government documents are not available in the Public Records Office until a specified number of years have elapsed. A similar kind of rule to the 50-year rule is, I think, appropriate in the case of Teesside and the CNA.

His relationship with the CNA's chief officer, Dr Edwin Lewis, he now describes as "cordial". And he acknowledges the value of the "CNA connexion" in helping achieve the advances that public sector higher education has been able to make.

In the past the CNA connexion has been the vehicle on which we have advanced the cause of public sector education.

But it does seem the time has come—and perhaps already gone—when the relationship between the polytechnics and the CNA might be reviewed.

He regards the CNA's Partnership in Validation programme as a "step in the right direction" but in common with many of his fellow polytechnic directors feels it does not go far enough.

"It was the concept of public accountability that attracted Dr Longfield away from Leeds University to Liverpool Polytechnic as head of mechanical engineering in 1970.

"In 1970 I really felt public accountability was a concept in which I had the greatest faith—and I still have it. In the university world such an idea was alien. It was going into a very different environment."

A major wrench when he left for Liverpool was the move out of Yorkshire. Dr Longfield had until that time been Yorkshire-educated, and with the exception of two years in the United States, had worked only in the county.

"I am a Yorkshireman, and Yorkshiremen are not without their own obstinacies. One is that they are very attached to their home county. I share this feeling."

He takes consolation from the well-known aphorism that being born in Lancashire is the next best thing to being born in Yorkshire.

"His pleasure at returning to work in Yorkshire was slightly marred when local government reorganization placed Middlesbrough firmly in the new county of Cleveland. Like most of his fellow Yorkshiremen, he regards it as a mere technicality."

"Cleveland's proximity to Yorkshire satisfies my innate feelings," he says diplomatically.

His class connexion with the Teesside affair and anecdotes stirred with other polytechnic directors' class interests in Middlesbrough, thus not denied the early faith in public accountability.

Despite any unvoiced reservations he may have about funding through local authorities, he is sceptical



Dr Michael Longfield "Too much has been said."

## David Jobbins meets the new director of a polytechnic with a controversial past

that a national body would necessarily do better.

"In Cleveland, where we need the authority it is there and supports us," he says in an observation which is "currently accurate but ignores the under-researching laid at the door of the former Labour Cleveland authority by the CNA."

"If there were to be a central agency, the kind of expert Cleveland has given the polytechnic in the past 12 months and in respect of the next 12 presumably would not be forthcoming," he suggests.

"To that extent there can be disadvantages in the establishment of a central agency for funding."

One aspect of public accountability, with which he has grown increasingly impatient is the system for course approval, which he describes as "ramshackle."

"That aspect of accountability is something with which I am entirely dissatisfied—and the sooner it is changed the better."

It is a "major frustration" that the rate at which institutions could respond to national, regional and local needs was slowed by the system.

Dr Longfield emerged from Leeds University, where he took his BSc in mechanical engineering with first class honours and his PhD in tribology, at the very start of the polytechnic era.

"I came out of the university world in 1970 in the belief that the golden age of the university was over. The expansion of the 1960s had come to an end and I felt the challenge would move to the public sector. If there was going to be any progress in the world of education it was going to be in the public sector. I felt I could be revitalized by the change."

He rejects the suggestion that he moved to the polytechnic world as an easy career option.

"An easy option it was not. And as it turned out it has not been anything like an easy option."

Certainly Dr Longfield has seen

the promised millennium for truly comprehensive higher education fail to materialize. As assistant director for academic affairs at Teesside, an appointment he took up in 1972, he saw progressive decline in resources begin, a process which culminated in the traumatic events of summer and autumn 1978.

But, as a member of the four-person committee appointed to run the polytechnic from October 1978, and later as acting director, he was a major architect of the reconstruction which put Teesside back on the road to recovery.

Despite the problems, past, present and future, he has no regrets about his decision to enter the polytechnic world. "We have lived through hard times but never have I wanted to return to a university."

But there is a lingering regret that the polytechnic philosophy has itself failed to achieve one of its major ambitions: to widen the spectrum of young people who enter higher education. As so often when new educational opportunities have been opened up, it has been the middle classes who have quickly snapped up the goodies.

A major motivation for Dr Longfield's move from Leeds University to Liverpool Polytechnic at the beginning of the new era was the challenge of broadening the social mix.

A major hurdle to discussing the issue with Dr Longfield is that one of the phrases which he refuses to utter is "working class."

"It is an offensive phrase—we are all working class," he says.

But his meaning is clear when he adds: "The health and vitality of Britain depends to a very large extent on capitalizing on the abilities of our young people; but we need them from a far wider section of society."

When 100,000 students were now registered for polytechnic courses, there could be no question of a total failure. But we are still not tapping that immense reservoir of talent which exists across society as a whole.

## Adults brace themselves against legalized assault

Adult education is under attack. Until recently an integral part of the local education structure, it is suffering more heavily from cuts in education spending than any other local or national service.

Since last autumn, about one in five local education authorities in England and Wales has either frozen provision, curtailed it severely or is planning to extinguish it altogether.

Many are reducing or withdrawing their subsidies and re-organizing the service on a self-financing basis. Grants to voluntary bodies, which provide extra-mural departments and the Workers' Educational Association, have been cut or withheld.

Cumbria, Humberside, West Glamorgan and Hampshire have either suspended or made a substantial reduction in the number of classes on offer. A marked decline in enrolments has followed, heavy increases in areas like East and West Sussex, Bromley, Berkshire, Somerset, Trafford, South Glamorgan, North Yorkshire and Cheshire. In Cambridgeshire students are objecting strongly to an order that courses must make a 25 per cent profit.

Some outer London boroughs like Bexley and Sutton are refusing to reimburse the Inner London Education Authority for students who live in their area but study in the city centre.

Although most adult literacy schemes have escaped the worst cuts, the adult literacy service in North Lincolnshire has been virtually disbanded and the Leicestershire service budget halved.

The vulnerability of adult education is explained partly by its structural weakness and partly by the vague requirement upon local education authorities to provide non-vocational full-time education under the 1944 Education Act.

Nowhere is its low priority in the time of cutback illustrated more clearly than in Nottinghamshire, where economies in the adult education budget have meant a representation of nine per cent of the total reduction in educational expenditure.

It resulted in a disproportionate 85 per cent cut in the number of classes on offer.

The subsequent political campaign by adult education groups and unions to have evening classes restored was the first of its kind in Britain. It has led to the authority's recent decision to put the service on to a self-financing basis.

But it claims that the swing in policy will restore provision to 75 per cent of its former reputable level has been met with scepticism by campaigners who feel that the damage already done is irreparable.

The cuts in adult education have posed last autumn's Nottinghamshire County Council, long held up as a shining example among local education authorities, came as a bombshell. Overnight its extensive programme of 4,000 largely non-vocational evening classes was about to begin.

The decision by the education committee effected a saving of £196,000 on adult education out of a total reduction in educational grants of about £1,500,000 for 1979/80. More cuts of £482,000 were to be made out of a total saving of about £2,450,000 in 1980/81.

The result was that all classes other than those housed in the nine colleges of further education were cancelled. There was to be a minimum enrolment of 15 students (later amended to 12) at all non-vocational classes. Fees were raised by 70 per cent to 50p an hour and there were to be no exemptions for older pensioners and the handicapped.

Fees for classes conducted by a paid tutor in basic literacy, numeracy, and English as a second language were set at the vocational further education rate on a 36-week year basis.

The effects of this policy have virtually crippled the adult education service in Nottinghamshire. Only 15 per cent of classes have continued.

There has been a loss of more than 1,000 part-time jobs equivalent to 203 full-time tutors. Ten out of the 32 full-time courses have been cut and the further education colleges face the threat of redundancy.

Fee increases and the loss of exemptions have led to an age profile

Charlotte Barry on the constraints within a vulnerable area of teaching

signers being expected to pay 50p for courses telling them how to get on with their pensions.

Enrolments suffered also among adult literacy students, who now have to pay for their classes which are held only in a few designated centres. The scheme has no co-ordinator and has lost its full-time secretary and a third of its part-time tutors.

The shock waves produced by these measures and the feeling that adult education was being seen as a politically soft option that could be dispensed with little fuss spurred adult educators into immediate action.

Significantly, the Nottinghamshire Adult Education Group has spearheaded from the outset by a individuals within Nottingham University's adult education department, the association with the East Midlands district of the Workers' Educational Association, neither of which were affected directly by the first round of cuts.

However, they see their desire to instigate an active defence of the adult education service in Nottinghamshire simply as a widening of the role already played by the university's adult education department, one of the largest and most outward-looking in the country.

Working under the umbrella of the institute, until the summer of last year, the group began to mobilize public opinion through a series of public meetings, press statements and the mass distribution of leaflets. They were authorized county councillors who, through a concerted campaign, letter writing and private meetings, pushed an academic discussion document *Crisis in Education: The Grey Papers* in which they put the case for adult education, laid out the long term implications of the cuts and suggested future strategies.

As a variety of areas, a nationwide campaign was set up under the aegis of the National Association of Teachers in Further and Higher Education.

Shortly after representatives of the Nottingham action group met in December, an all-party campaign spanning both Houses of Parliament was established to put the case for adult education in Parliament.

Spurred by the county and the cuts all over the country, the Nottinghamshire authority was withdrawing its grants to both the university adult education department and the WEA, the MPs' own adjournment debate on adult education in the Commons in January.

Just as the campaign's hopes rose even further when the Nottinghamshire education committee restored 75 per cent of its previous grants of £200,000 and £100,000 to the university adult education department and the WEA, saving the latter from certain bankruptcy, but simultaneously sprang another surprise.

Re-organizing adult education on a self-financing basis, the authority will be no longer able to pay for the 35 part-time organizers of all 10 of the 37 part-time courses. The remainder will be absorbed by the teaching staff of the further education colleges where they will be given a few hours' remuneration per week to organize adult education classes.

This kind of strategy, which involves little or no subsidy from the authority and is usually accompanied by a steady increase in fees, has been adopted in widely varying forms by a number of authorities and is being considered by many more.

It is viewed with intense suspicion by bodies associated with the adult and national adult education movement, who feel a public education service is essential. A wide and balanced range of classes is to be maintained.

## MPs face tensions and contradictions

John O'Leary on the Select Committee on Education which has been meeting recently

If members of the Select Committee on Education were in any doubt about the existence of tensions below the surface of higher education, two sessions of evidence from the managers of the system must have disillusioned them. The contrasting perspectives from which the different organizations view the future were starkly apparent in the series of papers before the committee.

There will have come as no surprise to Mr Christopher Price, the chairman, who is a veteran of successive Select Committees on the subject and whose knowledge of the various interest groups stretches back still further. However, the other members—five Conservative, two Labour and one Plaid Cymru—have no such close associations with the administration of higher education.

Although Mr Stan Thorne has been a lecturer in sociology and Mr Dwydd Thomas an adult education tutor, the committee is not composed of those MPs whose names are normally associated with education matters. Perhaps for this reason (and because of Mr Price's avowed) the inquiry into higher education is tending to bypass institutional questions in an attempt to cut through to the courses themselves. Members are plainly less interested in national bodies and local authority controls than more basic matters such as the balance of subjects and numbers entering higher education.

Not surprisingly, this has not prevented the various organizations dwelling on their particular hobby-horses in written evidence. But questioning has invariably reflected the role of the inquiry—the organization's funding of courses in higher education. The MPs have been most



Price, Thomas and Thorne: experience of education.

anxious to establish how students can be encouraged into areas of perceived national needs and whether institutions could and would respond to any such initiative.

The answers, like the initial submissions, have been predictable enough and thus far have not suggested an easy path for the Department of Education and Science's notion of a "broad star" of subjects.

The Committee of Vice-Chancellors and Principals said directly that the universities would do no more than take note of the views of the DES along with those of industry and others. The DES was not the "count and oracle of all wisdom" and it was up to the universities themselves to determine the needs of the nation and act accordingly, the vice-chancellors said.

They conceded that Parliament would legitimately expect universities to keep themselves fully informed about all aspects of Government policy and stand ready to respond constructively. They also accepted a responsibility to examine their own policies to see that they conformed to the national interest. But these were the only concessions vice-chancellors were ready to make.

The autonomy of universities does not confer upon them a right to pursue their own self-interest: it involves a duty to interpret, as wisely as they can, the national interest, and to identify the particular ways in which they can best pursue it," their submission said.

Despite a generally more favourable response from representatives of the maintained sector, the universities' response bodes ill for the overall success of any future "broad star". The college principals, polytechnic directors and the local authority associations all sprinkled their acceptance of the legitimacy of national subject planning with important caveats. And chief among these was that any such policy should apply equally to the universities.

The local authorities, for example, noted in their submissions that the adaptability of public sector higher education had been one of its advantages. "There may be a temptation to assume that this adaptability will provide a convenient instrument through which any necessary rationalization of the system can be effected in a period of static or declining student numbers," they said.

"While local education authorities, in discharging their responsibilities for the maintained sector of higher education, will be ready to play their full part in making the national policy they will wish to be satisfied that any plans for rationalization are related to the

system as a whole and not confined to one particular section of it."

Likewise, the Committee of Directors of Polytechnics was willing to accept the need for national planning and course controls, but only as a pathway to a system which would straddle the binary line. "National planning of higher education can only be affected by bringing together by some means the work of the University Grants Committee and that of a similar body for the maintained sector," the directors insisted.

The Association of Principals of Colleges went still further, reflecting their base in non-advanced further education. "This association supports moves towards more explicit recognition of central government responsibility in these matters by setting up, in the first instance, a Higher Education Grants Committee for the allocation of funds and resources within the public sector."

A second stage would be to establish a Tertiary Education Grants Committee to cover all other post-school education and training," the principals said, adding that the possibility of a merger with the UGC would be a question of national philosophy about the binary system. The University Grants Committee itself, the object of the main national policy, they will wish to be satisfied that any plans for rationalization are related to the

signs. While accepting that it could cope with the administration of funds to the polytechnics and agreeing to submit a further paper on the feasibility of such a mechanism, the UGC, having survived the first purge on quangos, is not anxious to submit to other educational interests.

Some members of the committee appear to favour the introduction of direct funding for courses, rather than institutions, as the obvious means to influence the balance of subjects. But opposition to any change along these lines has been one of the attitudes common to all sides. Mr John Bovan, for the local authorities, made one of the few constructive counter-suggestions on the implementation of a "broad star".

The Government, or its designated planning instrument, should make a clear statement of its wishes but leave the administration to the institutions, as at present. Regular reviews of their response to the national guidelines could determine levels of funding in the following year and thus provide the necessary sanction to ensure that the policy was implemented.

The evidence has been most notable for the emergence of vested interests. The polytechnic directors have made their plea for freedom from the local authorities; the local authorities have described the directors' action as "scuttling" and accused them of thinking they are vice-chancellors already.

The APC wanted a better deal for non-advanced further education and was happy to recommend the closure of colleges of higher education where student recruitment was poor. The polytechnics, too, questioned the role of the colleges and institutes. The universities were happy with the status quo.

The committee is shortly to embark on a series of visits, to see for itself the success or failure of the current system. Its members could be forgiven for finding the task of producing recommendations for change in less than six months a daunting one, based on the mass of often conflicting evidence they have received up to now.

searching the Dutch-Jewish resistance movement. As an historian he is much concerned at the relative lack of Jewish interest in Jewish history in Britain. Non-Jews in the field have always been a minority, but in Britain the minority is a trickle compared with some European countries. The singularity of Britain is, one reason for it, though more and more historians now appreciate the vital but very elusive role played by Jewry in the general development of modern capitalism.

"There is no doubt that Jewish studies is still highly compartmentalized in Britain," says Dr Raphael Kuchan, a resident in Hebrew at UCL. "The Jewish element was very important in the so-called revival of learning in the thirteenth and fourteenth centuries. But it is often hard to get non-experts to see the importance of Jewish participation."

Hebrew, on the other hand, has long been recognized at British universities, though strangely there is no Hebrew language teaching at Warwick limiting to some degree the strength of that course. Henry VIII created chairs in Hebrew at both Oxford and Cambridge in 1540.

But it is the growth of Zionism and its adoption of Hebrew as a national language that has given fresh impetus to Jewish studies throughout Europe. The Oxford Centre for Postgraduate Hebrew Studies offers lectures and seminars for example on 18th century Jewish history, on the Graeco-Roman period, and the rise of Jewish nationalism.

Dr George Mandel, fellow of the postgraduate centre, an associate institute of the university as well as a lecturer in Hebrew, says: "In 1972, also, I put forward a psychological factor in the neglect of the subject: 'Many Jewish people themselves don't recognize it as a respectable academic pursuit. Their experience of the subject is based on a kind of Sunday school atmosphere which they are keen to lose.'"

Some half dozen universities and polytechnics offer options on Jewish history, including for example a history of Zionism course at Manchester University, while others offer Hebrew language and Hebrew studies. But these are mostly within theological courses.

Dr Kuchan reckons to receive one letter a month asking for advice and references on a dissertation on Jewish history. "I have to become an expert in all the varied aspects of Jewish history," he says.

Dr Kuchan became a lecturer in modern European history at Edinburgh University in 1959, moved to Warwick in 1961 and to Warwick in 1963. It was a time of expansion of people injured and beaten up in the streets. In 1938 a visit from a

teenage cousin from Germany dispirited him and illusions that might have resulted from Chamberlain's peace mission to Munich. Dr Kuchan remembers vividly hearing the news on the November 10 program that year.

Almost 20 years later he was invited by Dr Alfred Wiener, the founder of the famous Wiener library of Jewish documents set up in the 1940s in London, to research and write on the pogroms. It was the first significant mass arrest of Jews in Germany, and mass destruction of Jewish property and synagogues, the start of the Holocaust. "It was a premeditated act by Hitler and Goebbels both to strengthen their own hand within the Nazi Party and to extract a 'forced loan' from the Jews to shore up the vast national deficit and debt," he says.

Dr Kuchan won a scholarship to Corpus Christi College, Cambridge, in 1940 but he had to serve four years in the intelligence corps before he could complete his degree. He served all over north-west Europe. He remembers being deeply affected by a meeting in Bonn with survivors from a concentration camp, and contacts with Dutch Jewish resistance fighters in Brussels.

In the 1950s Dr Kuchan published a book tracing the roots of the German-Jewish crisis, which, as severely as the West in 1939 and caused much soul-searching among some young Cambridge Communists. An uneasy peace of mind was restored when Hitler turned against the Soviet Union in 1941.

Dr Kuchan felt there must have been more to the whole episode. His study of the interwar years showed the two countries had built up close links—to the extent that Germany had put up arms factories inside the USSR and in fact pioneered the blitzkrieg tactics there.

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being aired for new courses at the new university. "In the last 10 years I feel I have been building a little bridgehead for my subject up here," he says.

There are about 15 students currently taking a first-year option in Jewish history. Some have a tie to the subject, family link or a friend, some are unsure of their identity. Dr Kuchan notes a change in attitudes among those taking his options. Jewish studies have become more controversial. The development of post-Zionist support on many campuses, has sometimes thrown the spotlight on the subject of modern Jewish history.

The Palestinian problem course always produces controversy. But Dr Kuchan's primary concern is as an historian, and not to discuss Jewish history in the context of a National Front member who wanted to "study the enemy."

"Dr Kuchan reckons to receive one letter a month asking for advice and references on a dissertation on Jewish history. "I have to become an expert in all the varied aspects of Jewish history," he says.

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Paul Flather











H. T. Dickinson is professor of history at Edinburgh University.



## BOOKS

## Earthy, colloquial poetry

Tradition and Experiment in English Poetry  
by Philip Hobsbaum  
Macmillan, £12.00  
ISBN 0 333 14611 5

The excitement of half a century, the heat and dust engendered by modernism, have been succeeded in recent years by a growing scepticism. Postmodernism, structuralism, and neo-dada (formerly known as "concrete poetry") all represent a reaction against modernism, though being themselves open to most of the charges laid against it—and to some charges particular to themselves. Dr Hobsbaum's book represents a different kind of reaction, a cooler, more pragmatic look at the issues.

One difference is that he is looking at modernist literature in a perspective that stretches back to the fourteenth century. Another is that he is not dominated by any metaphysics, so that if he goes wrong he goes wrong in small parcels and can quickly get right again; and one can argue with him piecemeal. It is not a case of all or nothing.

This is just as well, for his cooler look is not an orthodox look. Some, indeed, will find this book downright eccentric; many will wish to stop and argue; but few fair-minded readers will close it without admitting to a good deal of food for thought and of beneficial stimulation. His claim, in this "informal history", is that English poetry has played a suffering damage when it has attempted to take over not merely foreign subject-matter but foreign style—most recently the American style of Eliot and Pound. This is what is termed "experiment", and it is said to mark the central line of English poetry, the tradition, which is "earthy, alliterative, colloquial, with a strong regard for structure and the claims of plot". Eliot's work (and Pound's) exhibits the characteristic American qualities of free association or phantasmagoria and autobiographical content. English, however, has been at its best as fiction: an arrangement of what is external to the poet to convey the tension or release within.

On this thesis Langland and the *Gawain* poet are the first traditionalists; Chaucer the first experimentalist (going abroad for his technical inspiration and, in *Pardus*, introducing the Trope and the Dramatized Consciousness of post-Jamesian criticism). Chaucer, however, digests this foreign diet into his English substance better than the later experimentalists—most harmfully influenced by Eliot and Pound. A provocative thesis, which Dr Hobsbaum has not been afraid to put to the test of illustrative quotation and analysis.

Tested so, it turns out to be fruitful. Occasionally, it is true, one is tempted to agree but to suspect a legerism. His criticism of the Romantics in general is salutary, but surely he is just perverse about the *Grecian Urn*? Does it matter that Keats took the details from Milton to shape modern poets most harmfully influenced by Eliot and Pound? A provocative thesis, which Dr Hobsbaum has not been afraid to put to the test of illustrative quotation and analysis.

For example, commenting on the lines:  
*Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear.*

he says: "How can a gem emit any kind of a ray if denied access to the original light-source? Where, in these 'dark unfathomed caves', is the light that it can reflect?" And then on:  
*Full many a flower is born to blush unseen  
And waste its sweetness on the desert air.*

he says: "What kind of flower is it that blooms, all by itself, in the desert? How is it fertilized, how does it come to life?"

Come now! A man may sensibly be said to possess some quality, such as intelligence or ability, even though he is in a prison cell and unable to exercise it (a case not so far from that which Gray is illustrating by his analogy—which is quite as detailed as an illustrative analogy needs to be). Moreover, "gem" usually means a cut and polished stone (an uncut one, anyway, would not be of purest ray, anywhere). Therefore it is one

that has been lost in the ocean, but still possesses the quality given to it before. As for deserts—well, probably all Gray meant was an uninhabited tract, but as many television documentaries have shown even barren deserts do suddenly bloom after a rare shower, and very likely Gray was learned enough to have known that. Gray's *Elegy* does not fit the thesis and really does not have justice done to it. Besides, the author is here showing his axe ready for the cutting attack on the Romantics.

And so one could go on picking minor quarrels. Doesn't his rather transcendental view of the end of *Love*, for instance, ignore the deep vision of the end of *Love* in the concluding quatrain? Surely the narrative element in *The Excursion* (always excepting Book I) cannot excuse it from any of Jeffrey's criticisms? This work, arguably, could only be criticized unfairly by praising it. More generally, isn't there often a blurring of the difference between style and storyline, and are not certain qualifications neglected (for example on *Hudibras*—yes, it is tedious, but only if read in bulk)?

This work, arguably, could only be criticized unfairly by praising it. More generally, isn't there often a blurring of the difference between style and storyline, and are not certain qualifications neglected (for example on *Hudibras*—yes, it is tedious, but only if read in bulk)?

For example, commenting on the lines:  
*Full many a flower is born to blush unseen  
And waste its sweetness on the desert air.*

he says: "What kind of flower is it that blooms, all by itself, in the desert? How is it fertilized, how does it come to life?"

Come now! A man may sensibly be said to possess some quality, such as intelligence or ability, even though he is in a prison cell and unable to exercise it (a case not so far from that which Gray is illustrating by his analogy—which is quite as detailed as an illustrative analogy needs to be). Moreover, "gem" usually means a cut and polished stone (an uncut one, anyway, would not be of purest ray, anywhere). Therefore it is one

## A developing criticism

"Hamlet" and other Shakespearean Essays  
by L. C. Knights  
Cambridge University Press, £13.50 and £4.25  
ISBN 0 521 22784 4 and 29642 0

Lionel Knights is one of the most distinguished Shakespeare critics this century has produced, and it is good to have this collection, which he himself has made, of his highly wrought essays. There is nothing new here, but some pieces have hitherto been available only in recondite learned journals, and it is now possible to evaluate Knights' thinking on Shakespeare in a more systematic way and with greater ease.

Central to that thinking is the question of the relationship between morality and art. And central to his consideration of that question is "Shakespeare's Tragic Judgement", first published in *Shakespeare: The Washington and Lee University Review* (1968), which is not on every library shelf. There Knights argues, characteristically, "A play is a moving image of life: it is concerned with men in action. If we are thinking about it, at all, we are simply cannot help making moral distinctions between right and wrong." The rest of the essay refines, explores and applies that axiom, winning notable insights into *Hamlet* and *King Lear*, while

paying discriminating attention to Hardy, Lawrence, and James.

If the concern with "moral action" seems odd in the case of "How Many Children Had Lady Macbeth" (reprinted as the last essay in this volume) that is because it is a rich harvest of half a century's criticism.

Cambridge University Press has been content to reproduce previously printed texts of essays. This means that type face and size differ startlingly from chapter to the next. It also produces some quaintnesses like "A Traverser, in an essay published twenty years ago (Shakespeare VII, 3, 1938)..." which irritate the reader. It would be no more than justice to critic of Knights' eminence in the field to print these in the standards they deserve.

Brian Morris

Brian Morris is professor of English literature at Sheffield University.

## Finding his own voice

Forging a Language: a study of the plays of Eugene O'Neill  
by John Chothia  
Cambridge University Press, £10.50  
ISBN 0 521 22568 8

There is not much good criticism of O'Neill, so *Forging a Language* is particularly welcome. Though the book is not intended as a general introduction to O'Neill, it is one of the best of its kind: the book is crisp, clear, and intelligent, admirably concise without ever oversimplifying, and neither patronising nor overstates O'Neill.

Though the primary emphasis is on O'Neill's search for a language to write drama in, it also includes an excellent brief treatment of the nineteenth-century American theatrical tradition, a good deal of interesting material on the influences which helped shape O'Neill, and a section on the relationship of his last cycle of plays to his extant work. The overall view here of O'Neill's career is a familiar one: an early period of brilliant promise, a middle period of ambitious experimentation and uncertain accomplishment, and a final period in which the earlier promise was fulfilled.

In an introductory chapter, Dr Chothia attacks the number of received ideas which have discouraged close examination of the language of prose drama—Eliot's ex cathedra pronouncement that the medium of prose is limiting to the dramatist, or even more damaging, because more plausible, the assumption that the ideal of "transparency" and psychological realism preclude a concept of patterning of language. Throughout his career, O'Neill sought to characterize individual figures in the plays by giving each a distinctive "voice". In the early plays, he made the now forgotten playwright, Edward Sheldon, give credit to Sheldon's *Salvation Nell* (1908), together with "the work of the Irish Players on their first trip over here", for opening his eyes to the existence of a real theatre of melodrama, in which he had been brought up. The discovery of the possibilities of the vernacular thus enabled O'Neill to find his own voice. Dr Chothia's analysis, written in the plays, written before 1924, contains some

illuminating remarks on O'Neill's structural use of dialect and a point that could have been developed further: the use of non-standard uneducated speech to express the themes of isolation, aspiration, and intellectual yearning. Here, as later, O'Neill seeks to find tragic dignity in the lives of ordinary people.

Dr Chothia argues convincingly that the relative failure of O'Neill's middle period after he abandoned the use of dialect for Standard American English was essentially a failure of language. Neither the poet-expressionist plays nor the realistic plays of 1924-1934 managed to find an appropriate style, and indeed, O'Neill in the quoted passage eloquently makes his point. This will be read with pleasure by any worker in logic and may well be suitable for a suitably structured undergraduate course.

The *Frage* volume is a translation by Peter Long and Roger White, edition of all his unpublished writings and letters. The editorial matter of the German edition is omitted. Very great care has been expended on the translation; it reads like natural English, but the reader's attention is drawn in footnotes to all the difficulties. In particular, some boldness is shown in rendering *Sinn* and *Bedeutung* as "sense" and "meaning". *Vorstellung* is "idea" throughout, though the translators draw attention to the possibility of representation; in the discussion on the idea of generality in logic *Hilfsprache* and *Darlegungssprache* become "object language" and "metalinguage" (with due attention to the fact that the latter is not a standard term).

We are, of course, lucky to have the *Frage* *Nachlass* at all. He entrusted them to his adopted son when he died, with a note: "Even if all is not gold, there is gold in the *Frage*." Ten years later they were made over to Scholz in Münster who set about editing. The work proceeded until 1943, when the originals were handed to the university library for safety, at which point the work was interrupted. In 1947 he writes to the

Warren Chernik

Dr Chernik lectures in English at Queen Mary College, London.

## BOOKS

## The maddening maze of things

Disorder in Crystals  
by N. G. Parsonage and L. A. K. Staveley  
Clarendon Press: Oxford University Press, £28.00  
ISBN 0 19 855604 7

Models of Disorder: the theoretical physics of homogeneously disordered systems  
by J. M. Ziman  
Cambridge University Press, £25.00 and £12.50  
ISBN 0 521 2178 9 and 29280 8

A large number of things can happen to even a simple crystalline solid as its temperature is raised, and the study of them is one of the main themes of statistical mechanics. Parsonage and Staveley confine themselves to the solid state (including glasses) and include critical discussions of a very large number of experimental results. Ziman casts his net rather wider and includes dislocations, liquids, liquid crystals, disordered metals and polymers. He does not discuss experimental results in detail but gives an extremely useful overview of available experimental methods of study. Both books lament the vast accumulations over the years of both theoretical and experimental material and attempt, in their different ways, to guide the reader through this complex but fascinating jungle. Both books begin by listing various possible types of disorder (Ziman has more because he is covering a wider field). Parsonage and Staveley illustrate each type by reference to specific substances, whereas Ziman keeps his discussions fairly general.

The first point that becomes obvious is that not every substance is completely ordered at a temperature of absolute zero. Nernst's attractive idea that all entropies can consistently be taken as zero has had to be qualified in various ways. Prominent

among the exceptions are ice, some polymers and glasses, hydrogen, and substances like CO and NO. In such cases, the differences of energy between ordered and disordered configurations are so small that we should have to wait literally aeons for the truly ordered state to appear. A further complication for the theoretician is that the transitions between different types of disorder can overlap considerably. Quite often one can have two or three of the typical singularities in the specific heat associated with order-disorder transitions occurring within quite a small range of temperature, for example, in the ammonium halides. Many such situations are carefully discussed by Parsonage and Staveley.

How does this field compare with other fields of applied mathematics? In hydrodynamics, acoustics, electromagnetism and quantum mechanics, enough "standard problems" can be solved analytically (or by reliable approximate techniques) to enable us to find our way around the field. The standard problems resemble actual physical situations; they can tell us roughly what to expect in a real situation and can also serve as satisfactory starting points for detailed numerical computations on a real problem. One can say that the solutions of the standard problems set like "signposts" guiding us through the particular field. Are we anywhere near this sort of situation in statistical mechanics? I believe that some long steps towards it have been taken. Gradually over the years it has been realized that various results about magnetic materials can be suitably transcribed so as to apply, for example, to alloys, liquid solutions and adsorption phenomena. Furthermore, Onsager's classical achievement in 1944 of showing that an exact treatment of a physically realistic model of a phase transition was possible has been followed by more recently by Lieb's and Baxendale's exact solutions of other

models. Not only do these new models enable us to test various approximate theories, but they also show that virtually every thermodynamic possible type of phase transition can be produced by simple types of interaction.

The two books take rather different positions about the above points. Parsonage and Staveley mention a number of substances which resemble Lieb's and Baxendale's models fairly closely and other substances that behave roughly as "quasi one- or two-dimensional magnets" and can therefore be compared realistically with Onsager's model. Their views about the value of Lieb's and Baxendale's results are similar to mine. Ziman's position is a little different. He gives reasonable accounts of Lieb's and Baxendale's results but uses phrases like "mathematical puzzles" and "somewhat remote from physical reality" in connexion with them and other idealized models (like the rigid sphere gas) which are possible to solve reliably, yet bear a reasonable relationship to reality. He devotes considerable space to calculations, such as those based on the "spherical model" of ferromagnetism and the Percus-Yevick theory of liquids, the theoretical validity of which is less certain. He is probably influenced by the fact that some of the systems he considers—for example, liquids, polymers, electrons in a disordered crystalline lattice—cannot at present be handled theoretically at all.

Parsonage and Staveley have assembled an almost incredible amount of experimental and theoretical information about a vast number of substances and the number of papers quoted runs into thousands. The grouping into chapters is cleverly thought out so as to emphasize the essential unity of the subject and the relationships between the various types of disorder. The inclusion of a "subject index" should greatly enhance the value of this book as a standard work of reference for many years to come. Ziman, in about half the space, has dealt with many more topics and in his theoretical treatments the parallels between apparently different systems like solutions and polymers are repeatedly brought out with the help of considerable physical insight. Probably these two approaches are those of the chemist and physicist respectively and they are complementary rather than in conflict.

Both books only touch briefly on the recently introduced concepts of scaling, universality and the renormalization group. These concepts are valid because near the critical region of, for example, a liquid or magnetic material, the effective range of correlation between neighbouring molecules becomes very long. Consequently, the critical regions associated with a wide variety of types of phase transition can resemble one another closely.

These concepts have clearly come to stay and, despite technical difficulties, have greatly improved our insight into the field as a whole. Although new concepts have already generated a vast literature, the authors probably thought that their introduction is too recent for an objective assessment of them to be possible.

Ziman's book conforms to Cambridge's usual high standard of presentation. Parsonage and Staveley's book is lithographed from typescript, but is of pleasing appearance, easy to read and the diagrams are clear. Both books will be of interest to all serious workers in the field but the technical applications of the work are at present rather scarce.

H. N. V. Temperley

H. N. V. Temperley is professor of applied mathematics at the University College of Swansea.

## If all is not gold, there is gold in them

The Unprovability of Consistency  
by George Boolos  
Cambridge University Press, £12.50  
ISBN 0 521 2197 9

Posthumous Writings of Gottlob Frege  
edited by Hans Hermes, Friedrich Kambhampati and Friedrich Kambhampati  
Blackwell, £15.00  
ISBN 0 631 10301 5

In 1932 Lewis and Langford tried to capture, among other things, the sense in which one proposition is reducible to another: some passages in their book indicate that they had in mind, but others show them as meaning necessary or possible by the model operators, which they are usually intended by philosophers. Now there are two ways in which it is very difficult to make any sense of modal logic and what is possible. In the first place, there is an obvious and rather serious confusion of use and mention. But a more serious trouble to my mind is the likelihood that, as Quine has argued, no statements have the properties that necessary truths are commonly supposed to have. Or, to put it another way, the notions of necessity and contingency, if they can be given any sense at all, do not seem to have one which is consistent with the view in which logic considers concepts in extension and never in intension.

It is therefore very refreshing to see the alternative interpretation of modal logic, in terms of deductive logic, handled so elegantly by Boolos (under the name of "epistemic logic"). The book is a very readable and interesting chapter heading "Box as a modal operator" is equally readable as "necessity" is

to be interpreted as Gödel's beweisbar, provable. The diamond (possibly) is then a statement of consistency. It is straightforward (though far from easy) to formulate a system of modal logic which can prove, as theorems in the system, Gödel's theorem of the incompleteness of arithmetic and also his result on the absence of a proof of consistency. This will be read with pleasure by any worker in logic and may well be suitable for a suitably structured undergraduate course.

The *Frage* volume is a translation by Peter Long and Roger White, edition of all his unpublished writings and letters. The editorial matter of the German edition is omitted. Very great care has been expended on the translation; it reads like natural English, but the reader's attention is drawn in footnotes to all the difficulties. In particular, some boldness is shown in rendering *Sinn* and *Bedeutung* as "sense" and "meaning". *Vorstellung* is "idea" throughout, though the translators draw attention to the possibility of representation; in the discussion on the idea of generality in logic *Hilfsprache* and *Darlegungssprache* become "object language" and "metalinguage" (with due attention to the fact that the latter is not a standard term).

We are, of course, lucky to have the *Frage* *Nachlass* at all. He entrusted them to his adopted son when he died, with a note: "Even if all is not gold, there is gold in the *Frage*." Ten years later they were made over to Scholz in Münster who set about editing. The work proceeded until 1943, when the originals were handed to the university library for safety, at which point the work was interrupted. In 1947 he writes to the

I request that, in the event of a supplementary delivery of consolidated material, the following be included: a list of the material which should be allocated to me for my study... I have to edit Gottlob Frege's "Shorter Writings" for the occasion of the centenary of his birth in July of next year. I have to have a very rough thing copied out once more from the surviving carbon copies, since I cannot possibly part with the only documents now remaining to me. A few weeks ago I was at last able to obtain a suitable piece of material... I myself have made the large typewriter in my study available for this purpose.

Illness prevented Scholz from finishing the task, and the next attempt was Michael Dummett's in 1957. Though he failed to raise the money needed from English sources, his attempt helped the present editors to conclude the task.

The papers span the last 45 years of Frege's life. As well as several drafts of a text on logic, there are a variety of discussions of logical and mathematical difficulties. There are critical studies of the usage of mathematical "function" and "variable" which predominate by nearly half a century. But the most important notes are the later ones on what Frege sees as his failure to provide a foundation for arithmetic. Not at all, for Frege's theory is not based on a set of axioms, but on a set of rules for the derivation of theorems from a set of axioms. Frege's theory is not based on a set of axioms, but on a set of rules for the derivation of theorems from a set of axioms.

There is a way out: Frege proposes to base arithmetic on geometry—remembering that for him axioms, and so the axiomatic system proper, excellence, are true. He then plans to show that the opposite end from usual, with the complex numbers, defined in terms of a suitable fragment of plane geometry based on the notion of two points being symmetric with respect to a line (mirror image).

The path to the real numbers is then obvious; unfortunately Frege did not live to show how he would have isolated the integers from them.

What was called formal arithmetic. The halloo! Frege's arithmetic was not formal. Numbers are numbers. ... Quite a dodge, a degree of cunning amounting, one might say, almost to genius; it's only a shame that it makes the numbers, and so the numbers themselves, completely devoid of content and quite useless.

So numbers must denote some kind of objects; and Frege had himself tried to answer this question, of what kind, by a logical analysis of the natural numbers. But now he finds this deficient; the natural numbers form a continuous series, with always a jump from one member to the next. Even the introduction of the rationals does not help, for the series still has gaps (though not such obvious ones). "Anything resembling a continuum remains as impossible as ever." There is no logical bridge to get you to the real numbers, and empirical facts (sense perception) cannot be brought in, since then, one would have to accept as a possible fact that the series of natural numbers might one day come to an end, just as one might have to accept one day that there were no stars larger than a certain size. ... But surely here, the position is different: that the series of whole numbers should eventually come to an end is not just false; we find the idea absurd.

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The most satisfactory part of Lehmman's introduction to the *Philosophy of Mathematics* is the description and criticism which he gives of existing views on the two questions of whether mathematical entities exist, and how we can know about them. The idea that mathematical statements are true logical implications and so without ontological consequences is rejected as simply false; an arbitrary axiom system fails to dodge the ontological problem because of the Skolem-Löwenheim theorem. But mathematics as analytic truths, and a hybrid Frank Ramsey-Carnap idea of *Principia Mathematica* without the axiom of reducibility are said to founder on the axiom of choice.

Gödel having a mathematical perception of the correct axioms of set theory is ruled out (somewhat arbitrarily) by the author's insistence on a causal theory of perception; and the intuitionists fail to provide validation for certain theorems in elementary analysis which are successfully used in physics. (Though they can provide a close enough approximation to save physics.)

His conclusion is less satisfactory—that mathematical knowledge is empirical, tested by those experiments in the natural sciences which use it and that existence statements about objects must be taken literally. The trouble with this view is that it bears little relation to what mathematicians do or how they see their subject. Of course abstract mathematics is not based on the instruction manual that comes with domestic equipment which something correct to say about the text of *Hamlet*; but it does not begin to throw any light on the poetic content. It is not just a coincidence that mathematicians can't sign their names with symbols; and no analysis less profound than a correspondence of literacy symbolism will do justice to mathematics.

C. W. Kilmister

C. W. Kilmister is professor of mathematics at Kings College, London.

## Woman's place in the novel

Women and Fiction: feminism and the novel 1880-1920  
by Patricia Stubbs  
Harvester Wheatsheaf, £9.95  
ISBN 0 85527 546 4

"Energy has been liberated, but it has been used up," wrote Virginia Woolf in a 1920 review of a book about women. Patricia Stubbs poses a similar question in *Women and Fiction*, where she investigates what happened in literature to the various energies which were released in women between 1880 and 1920. What she discovers is that the "energy" which impelled a woman in a closed domestic world of private emotion to so tenacious an English literary tradition that it can survive in a world of such changes. As women became more and more aware of their own existence and the only energy that found expression in the realist novel was sexual, and even today the disappearance of the virgin heroines seems to be the only sign that anything has changed.

This study treats a refreshing diversity of authors, including many minor figures, like short-story writer Elin D'Arcy, and popular novelists like Miss Braddon and Arnold Bennett; and a useful account of the history of the novel is provided. The material is used, first, to establish how strong the mid-Victorian association between woman, home and moral virtue actually was, and then to trace the changes in the counter-reaction through four decades of late Victorian and Edwardian writing. In a

rather rapid survey numerous writers are tested for their willingness to recognize and present alternative images of femininity.

No one comes out of this well, indeed, of all the seemingly advanced Mrs. Malins' insights into sexual exploitation are regarded as falsified by his use of character types; Wells's own sexual needs (plus his hypermasculinity) vitiate his approval of free love; Bennett is energized by his reluctance to take account of the sexual needs of women, and so on. Even rebellious feminists could not alter the dominant tradition. George Egerton and Olive Schreider were certainly different, but great writers they equally certainly were not.

Unfortunately, the argument runs when literature was ready to break away from "safe" feminist issues, all the best writers had turned to men, and it is the best of them—Henry James—who emerges as the villain of the piece. He is here that Patricia Stubbs's tendency to generalize about an author's outlook from a few works leads to serious unfairness. The bizarre claim is made that James blindly accepted the values of his society, and on the basis of the novels that are included (*The Awakened*, *London*, and *The Golden Bowl*, for instance) he is also portrayed as a cold-blooded gonist. The argument is, indeed, domineering. Yet at the same time he is blamed for being more interested in what his women think than in the social injustices of the time. Patricia Stubbs's analysis

that a novelist's prime commitment is to literature, not ideology, but what she is demanding is a solution to shock the realist novel, a solution of complacently recording women's sufferings—a habit here to stay, apparently. Women and Fiction includes, sadly, that since realism is a fiction, the alternative is to experiment with the non-realist forms pioneered by Egerton and Schreider; in other words, "more fiction and less realism". But it is surely no advance to replace conventional male images with women's fantasies about themselves. It is merely a step into another closed world.

Virginia Woolf saw a wider alternative—more good writing, of all sorts, was going to mean fewer but better novels; women writers, and more poetry, criticism and history, and that the faces we need to know about women would come from documents like letters, diaries, and memoirs. These would enable us to see the special from the ordinary—and, presumably, the disturbing only by making use of our own resources that women's lives, still so far from being examined by the "ordinary" processes of life, can be seen in the light of the novel. Patricia Stubbs's analysis, indeed, is the only reliable analysis being treated and written about as a group.

Valerie Shaw

Valerie Shaw lectures in English at Edinburgh University.



## New styles of research

**PSYCHOMETRICS FOR EDUCATIONAL DEBATES**  
edited by L. J. Th. Van der Kamp, W. F. Langerak and  
D. N. M. de Gruitjter, all of University of Leyden, The Netherlands

Contains the proceedings of the Third International Symposium on Educational Measurement and at Leyden, Netherlands 1977. The Symposium was devoted to the discussion of four topics, all of which are currently hot issues in education, and the book is divided therefore into four parts: Part I Hierarchy of Intelligence and Education; Part II Fairness of Selection in Educational Testing; Part III Tailored Testing; and Part IV demonstrated the willingness of measurement specialists to accept the use of the computer in the design of possible applications of the successful Psychometric machinery to the traditional essay examination.

July 27 2790 A ..... 348 pages February 1980 ..... \$30.00/£18.40

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## BOOKS

## Classroom management

**Class Control and Behaviour Problems: a guide for teachers**  
by Malcolm Saunders  
McGraw-Hill, £7.50 and £3.95  
ISBN 0 07 084093 8 and 084102 0

Problems associated with class control are nothing new, but there are many teachers now who would contend that it is increasingly difficult to maintain order. Yes, there are still large numbers of good, experienced teachers who can manage what seems to the inexperienced to be impossible, but even they have to admit that classroom problems seem more intractable, the types of disruption more severe. There are so many children with emotional and psychological disturbance, so many parents who have given up the struggle and there are fewer sanctions to impose. The social ills of the world outside soon find expression inside the school.

So where to turn for help? One could do worse than to reach for Mr. Malcolm Saunders' book which sets out to identify the variety of problems to be found in schools and to suggest a number of techniques and strategies that may help overcome them.

Each chapter is conceived as a series of responses to some of the burning disciplinary issues in today's classrooms. This enables the author to consider the difference between "the bloody minded and the sick", the behaviour of teachers, the establishment of the best atmosphere for effective teaching, the actual handling of disruptive pupils, the school's contribution to the solution, specialist help and advice, emotional maladjustment and many other matters.

The end result is a convincing and constructive study. Inevitably some familiar terrain is covered, but these areas can be told, yet again, that indiscipline can be the result

of poor lesson preparation or inadequate motivation on the pupils' part? It is necessary to emphasize that the establishment of a friendly, relaxed and non-hostile atmosphere is especially conducive to good teaching? The answer must be "yes" since even the most experienced need reminding of this from time to time and to the least experienced the suggestions may come as a light on the road to Damascus.

The most valuable chapter deals with the mechanics of classroom management and the minute by minute, lesson by lesson handling of disruptive pupils. Here Mr. Saunders is at his best in looking at the characteristics of the disruptive and commenting on the apparent irrelevance of school and at the types of personal relationship that must be established if success is to be achieved. There is much sound advice on how to remain cool in the face of persistent aggression, how to control the situation, how to defuse and avoid confrontations that are damaging to pupil and teacher alike.

Equally valuable in its way is that section which deals with the behaviour of teachers and the particular form of role conflict they may face, for instance, between the professional and personal approach to teaching. It is as well that teachers remember that their judgments may sometimes be clouded in their dealings with pupils. Self-awareness and self-command must lead inevitably to greater control in the management of pupils.

The book not only heartens but is optimistic. The approach is positive, the suggestions practical and intelligent.

Charles Stuart-Jervis

Charles Stuart-Jervis is headmaster of Abbey Wood School, London.

## Word tests

**Language tests at school: a pragmatic approach**  
by John W. Oller  
Longman, £6.50 and £4.00  
ISBN 0 582 55365 2 and 55294 X

John Oller argues that language should be taught and tested with materials that require the learner to penetrate below the surface level of written and spoken words to their meaning in his world. It is artificial to ask a child whether it is sheep or ships that are depicted, since they are rarely seen together or confused. Yet into such unnatural country is the teacher led in pursuit of word contrasts, and of such contrasts are discrete point tests of language skills made. They purport to assess the learner's ability to produce and interpret intonation and stress patterns, his knowledge of vocabulary and syntax, and of aspects of reading and writing. However, the author claims that such tests are weakly backed by theory and are vulnerable when put to rigorous empirical analysis.

Oller contends that discrete point tests have been influenced by a linguistic tradition (running from Bloomfield through Harris and Chomsky), which neglects meaning. Pragmatic expectancy grammar, enjoined, since it emphasizes both the meaning of words and the actual process of understanding. The linguist's task of teaching and testing language is inseparable from what we know of the process of learning words and vice versa. The process takes place in real time and, since the human short-term memory has a span of a few seconds only, a lengthy sentence must be apprehended one word at a time. It follows that if it is to be a test, it must be made between long stretches of about ten words, the meanings of the stretches must be interpreted, whereas two or three word stretches could be transcribed without thought.

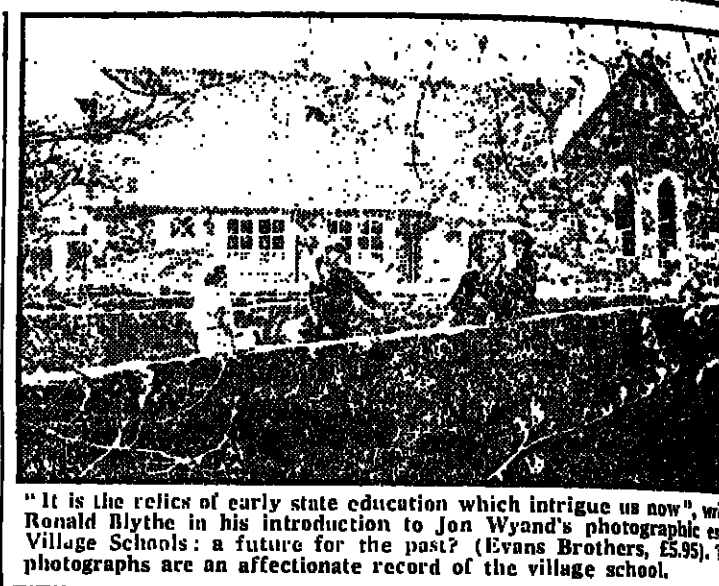
The learner is also characterized by the knowledge and presuppositions that he brings to his tasks. Moreover, he is very active in making inferences from the discourse and in forming expectancies and guesses as he comes to the next. Pragmatic expectancy theory argues for tests that make room for the learner's knowledge and activity. Close tests are good examples; the deliberate gap in the discourse can be closed by informed inferences made from preceding material. About one third of the book is devoted to the modification of discrete point tests and to ways of constructing new tests which are consistent with the author's view of language.

The vulnerability of discrete point tests to empirical investigation is discussed in the appendix, notably in the light of the Carbondale Project 1976-77, in Southern Illinois. Twenty-two well-known tests, covering many aspects of English as a second language. Factor analysis disclosed that the tests appeared to be measuring general language proficiency, regardless of their specific purposes. Indeed, their measured results, if checked, result are confirmed with subjects for whom English is their first language, then it would seem likely that there are language tests that do not measure what for which they were designed. But what if factor analysis produced similar results from Oller's tests? Logically, he would expect them to be alternative measures of the internalized expectancy grammar.

This book affords ample evidence of thoughtful preparation, for example in the provision of summaries and questions at the end of each chapter. The author is prepared to expound theory and give practical advice on test design, where, for example, his neatly illustrated the difference between natural and artificial sentences. It is a pity that references are almost exclusively to American scholars, but it is a valuable book for British teachers at all levels.

John Bradshaw

John Bradshaw is a senior lecturer in psychology at the Department of Educational Research, University of London.



"It is the relics of early state education which intrigue us now," writes Ronald Hyslop in his introduction to Jon Wyand's photographic essay, *Village Schools: a future for the past?* (Evans Brothers, £5.95). The photographs are an affectionate record of the village school.

## Ideological issues

**Ideology and Curriculum**  
by Michael W. Apple  
Routledge & Kegan Paul, £6.95  
ISBN 0 7100 0136 3  
**Reclamations—essays on culture, mass-culture and the curriculum**  
by Peter Abbs  
Macmillan Educational, £5.95  
ISBN 0 435 18024 X

Both of these books are welcome additions to the analysis of the school curriculum. They share a concern with the impact of political, ideological and cultural forces on the school and both are high-level theoretical discourses, although they are both very different philosophical foundations.

*Ideology and Curriculum*, as the title might suggest, is part of a developing neo-Marxist approach to the sociology of education which increasingly focuses on the political context of the school curriculum, the selection and transmission of knowledge, to whom, by whom and why. The answers to these questions are of course self-evident, given the perspective: that school pupils (in the United States of America and Western Europe) are selected hierarchically and given different levels of knowledge which reinforces the dominant ideologies of the ruling groups in capitalist society and enhances the unequal structure of that society.

To be fair, Apple's analysis is far from this simple. He uses a range of concepts such as hegemony, ideology, the selective tradition and social justice, many of them derived from the work of Antonio Gramsci and Raymond Williams, both of whom in recent years have been widely read by sociologists and educationists. Apple also makes use of the work of Pierre Bourdieu on cultural reproduction, linking it with the writing of the small number of curriculum researchers in Britain and the United States who are thinking in the same tradition.

My reaction to this book is mixed, however. There is certainly a need to move away from some of the descriptive, non-theoretical approaches to curriculum and it is refreshing that a few curriculum sociologists are now employing sophisticated language, concepts and analytical tools, much of it located in European Marxist and phenomenological philosophy, but the shift in emphasis how needs to be checked. If one of the key tasks of education is to be to study the school, as Apple is, to study the school, how does he not cite more evidence of this being done? As a result of this deficiency his consistent theoretical stance becomes deterministic and defeatist, so that we all suffer the ineluctable and crushing power of the dominant ideology.

In actual fact, many classroom teachers are now trying to bring about change. Many are aware of the ideological nature of the teaching and are trying to adopt a more critical approach. There are also researchers in Britain investigating the sociology of classrooms, using anthropological methods. If they are really going to know what does or is, they need a merging of this empirical work with the developing theoretical framework offered by Apple. In this way we will all benefit.

As Michael Apple, he gives us an account of the ideology of our education system and ideology of mass culture and ideology which has the effect of creating an instrumentalist mechanistic ethos in schools, leading to an obsession with means and end-products such as examinations. One of the disturbing results of this is the division of human activities into distinct compartments separating thought from feeling, intellect from emotion. Abbs does mention it, but one of the systems of evaluation, from the United States but influential in Britain, divides all human activities into three taxonomies—cognitive, affective and psychomotor.

The practical school implications of this cult of rationalism, which sees the children as encounter and emotion, namely the expressive disciplines (art, dance, drama, music, poetry, literature, film) have been accorded a minimal place in the overall school curriculum. In the United States, the curriculum is seen as a series of modules (usually one lesson a week) or subunits (usually English, social studies or humanities), their aim is social adaptation, not critical inquiry or exploration.

Abbs is an existentialist and infuses his whole book with a critical section in part three, in which he traces this split historically through the various philosophical traditions back to the Greeks but he does not how the rational-mechanistic ethos has gained special ascendancy in the twentieth century. Michael Apple, Abbs is trying to question the unquestioned and probe the curriculum, hidden and otherwise. He also wants to know how the dominant ideology (for mass culture and technology) affects the ways in which we interpret the world, but, unlike Apple, he does not offer a systematic political and economic explanation, such as Marxists do, but rather a faith in individual and better teaching with a critical approach.

I found the middle section of the book, the part on mass culture, less satisfying. While I sympathize with some of his analyses and sentiments (I allowed myself to think that), I believe his whole of the mass culture to be extremely myopic and old-fashioned. There are many features in the media and popular culture that we should examine. I suspect these teachers and pupils were as extreme as Abbs.

Taken together, I liked both books. They deal with education in a powerful and critical way, and bring it in a political context which belongs and elucidates its role in a society. We need more of this sophisticated and serious scholarship, and a few of the more platitudes that characterize many books on education.

Barry Dufour

Barry Dufour is formerly principal of the Department of Education, University of Leicester.

## Comparing systems

**Comparative Higher Education: research trends and bibliography**  
by Philip G. Altbach  
Mansell, £11.80  
ISBN 0 7201 0825 X

More than half this book's 200-odd pages are devoted to an excellent bibliography of over a thousand items and its accompanying apparatus. This will be invaluable to anyone seriously interested in the subject and essential to anyone contemplating research in it. (Incidentally, it is gratifying that, among over fifty periodicals referred to, *THE* is described as being "unequally anywhere in the world in its coverage and quality".)

The first 90 pages consist of a long essay which is an admirable example of skilful compression, absolutely solid without being at all solid. It intermingles innumerable factual references with illuminating appraisals, managing always to keep up a momentum and sense of progression.

Genuinely comparative educational study is still in its infancy, but Professor Altbach draws attention to some early publications such as V. A. Hubert's view of English universities through German eyes. Somewhat strangely, however, he does not mention in this context Matthew Arnold's *Higher Schools and Universities in Germany*, which was partially comparative in spirit, even though not in title. In general, the author—unlike so many today who seem to confuse "relevance" with "recovery"—pays a very proper regard to pioneer scholars such as Hastings Rashdall and Abraham Flexner. He even has the admirable temerity to refer to Newman and Ortega y Gasset.

This approach enables one to appreciate why after all these centuries the example of the professorial dominated early University of Paris is still potent over most of the world. It is passing strange, though, that Professor Altbach does not remark on it—that the student revolt of 1968, but it is not as all clear that it alone sparked off a revolutionary crisis in French society, because many other social, economic and political factors were heading in that direction.

What is clear is that France's education system had not adapted to the vastly changed social and economic structure of the postwar world. The universities were still organized along traditional lines, providing a highly intellectual training which took little account of the needs of the wider society. Perhaps worse, the system was patriarchal, authoritarian and distant, encouraging a high level of individualistic competition and little concern for pedagogy, which contributed to a heightened sense of isolation and alienation on the part of students. Drop-out and failure rates were high, seemingly expressing the futility of a system which rewarded the acquisition of knowledge for its own sake. The *grandes écoles* offered more in the way of student integration and a secure future after graduation, but entry to them was restricted by a fiercely competitive exam favouring those with the greatest command of elite cultural knowledge.

This book (well translated from the rather difficult French of the original) was a rather radical work when it appeared in 1968, because it offered a critique of the inequalities of the French system of higher education. Its emphasis on the importance of the reproduction of cultural "capital" through the education system has had a profound influence on the sociology of education, extended by other products of the Bourdieu "school".

Of more general interest is its value as a base from which to construct an understanding of the events of 1968. To begin with, the crises and its aftermath at all levels show the enormous guilt which separated those at the bottom of the social structure from those at the top, expressed in terms of their chances of getting into higher education. The crises show a fundamental child getting into a university more about eighty times than those

Cyril Bibby

Cyril Bibby is formerly principal of the Department of Education, University of Leicester.

## BOOKS

## Selection under socialism

**International Educational Research in Frankfurt**  
by Wolfgang Mitter  
Pergamon Press, £7.50 and £5.00  
ISBN 0 08 02237 4 and 02238 2

At a time when it is being realized, in some quarters at least, that the Eastern European education systems are not simply the Soviet system writ small, and when there is still a serious dearth of material in English on these countries, any addition to our knowledge is welcome.

There has long been much more work in this field in West Germany than elsewhere in western Europe; it is closer to the front line, and thus more aware of differences, and is fortunate in having several scholars of note—indeed, some whole teams—with the experience and expertise to investigate this important and complex area. There is the Free University of Berlin, Oskar Anweiler and his group in Bochum, Detlef Glawka and his colleagues in Münster, and of course Professor Mitter of the German Institute for

International Educational Research in Frankfurt, who has an impressive catalogue of comparative scholarship in his credit.

This book is the outcome of a study by Mitter and his colleagues, published in German in 1976. It is limited to the title suggestion, as the transition point from secondary to higher education is probably the most critical in the East European systems, and the one where some of the problems emerge in a particularly acute form—notably, except in East Germany, the production of far more potential entrants than the higher sector can admit, hence the need for selection, while trying to balance academic and social criteria.

To clarify the background, therefore, there is an examination of the expansion of secondary schools generally, and in Eastern Europe in particular. There, this involved a change of function as well as structure. Before reorganization, secondary schools were limited to a small minority with transition to higher education virtually guaranteed to all who lasted the pace. But with the advent of their version of "secondary education for all", this changed completely. The com-

mon pattern was the development of a unified basic school up to about age 15 or 16, with different routes thereafter, normally of three kinds—academic, secondary technical (both possible routes to higher education), and vocational (the equivalent of apprentice training). But the ways of organizing the basic schools, the transition to differentiated upper secondary schooling, and the sorting out of higher education entrants, all vary considerably, and tend to vary more as time goes on. The summary of similarities and differences between the Comecon countries is therefore particularly useful, as are the sociological analyses of current trends, which are competently and clearly set forth.

But if in some respects the book offers more than the promise of its title, in others it gives less. Even in the limited sense in which the term "socialist countries" is used, the coverage is not complete. Partly for linguistic reasons, but more because of financial limitations, the field studies were confined to the USSR, Czechoslovakia, East Germany, Poland and Rumania. Bulgaria and Hungary (using other sources) are referred to occasion-

ally; Albania and Yugoslavia, being outside the bloc, are not treated at all. This is a pity, as it is in the latter that the mismatch of secondary school output and higher education entrance is particularly acute, and some interesting solutions are being tried out. More serious is the brevity of treatment. The comparative block diagram of all the Comecon systems on page 44 is so small in scale and so lacking in detail as to be of little help; and one cannot help suspecting that to attempt to deal with such a varied region, even on a limited topic, in little over 100 pages, is to invite superficiality. In fact, it escapes this much of the time, but does so at the price of an opacity of style (from compression, rather than the more familiar over-wordiness) which even K. F. Smart's workmanlike translation does not quite manage to overcome. All the same, this is a useful, if necessarily limited, contribution to our understanding of a little known area, as well as a useful summary of basic information not otherwise readily obtainable.

Nigel Grant

Nigel Grant is professor of education at Glasgow University.

## French elite culture

**The Inheritors: French students and their relation to culture**  
by Pierre Bourdieu and Jean-Claude Passeron  
University of Chicago Press, £9.00  
ISBN 0 226 06739 4

The events of 1968 undoubtedly left their mark on French society and culture; but what effect did they have on the education system which was in part their cause? A tricky question. Nineteen sixty-eight was not just the events of May, the *baggarres* between CRS and students in the *quartiers* of Paris, although the media were prepared to let us think so, and our collective memory seems to predispose us in that direction. There was of course a real crisis in the French education system which broke out in 1968, but it is not as all clear that it alone sparked off a revolutionary crisis in French society, because many other social, economic and political factors were heading in that direction.

What is clear is that France's education system had not adapted to the vastly changed social and economic structure of the postwar world. The universities were still organized along traditional lines, providing a highly intellectual training which took little account of the needs of the wider society. Perhaps worse, the system was patriarchal, authoritarian and distant, encouraging a high level of individualistic competition and little concern for pedagogy, which contributed to a heightened sense of isolation and alienation on the part of students. Drop-out and failure rates were high, seemingly expressing the futility of a system which rewarded the acquisition of knowledge for its own sake. The *grandes écoles* offered more in the way of student integration and a secure future after graduation, but entry to them was restricted by a fiercely competitive exam favouring those with the greatest command of elite cultural knowledge.

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Peter Hamilton

Peter Hamilton lectures in sociology for the Open University.

## Heinemann Books on Education

## Reclamations

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  - (c) Senior Lecturer/Lecturer in Curriculum Studies
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5. SENIOR LECTURER/LECTURER IN DEPARTMENT OF HISTORY

6. DEPARTMENT OF PHILOSOPHY, PSYCHOLOGY AND SOCIOLOGY
  - (a) Senior Lecturer/Lecturer in Psychology

7. DEPARTMENT OF MATHEMATICS
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  - (d) Senior Lecturer/Lecturer in Educational Psychology, Sociology of Education and Educational Philosophy

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  - (a) Two Senior Lecturers/Lecturers in Literature
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  - (a) Senior Lecturer/Lecturer in Hydrology/Geomorphology/Pedology

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6. DEPARTMENT OF PHILOSOPHY, PSYCHOLOGY AND SOCIOLOGY
  - (a) Senior Lecturer/Lecturer in Psychology

7. DEPARTMENT OF MATHEMATICS
  - (a) Lecturer in Mathematics
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5. DEPARTMENT OF BOTANY
  - (a) Professor/Associate Professor/Lecturer in BOTANY (Plant physiology, ecology, etc.)
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6. DEPARTMENT OF ZOOLOGY
  - (a) Professor/Associate Professor/Lecturer in ZOOLOGY (Animal physiology, ecology, etc.)
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7. DEPARTMENT OF MICROBIOLOGY
  - (a) Professor/Associate Professor/Lecturer in MICROBIOLOGY (Microbiology, etc.)
  - (b) Chief Technician

8. DEPARTMENT OF BIOTECHNOLOGY
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Application forms and further details of the post may be obtained from the undersigned.

Latest date for receipt of applications is Monday, 14 April, 1980.

M. F. Kelleher, Secretary

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#### DEPARTMENT OF PHILOSOPHY

Applications are invited for a full-time permanent post as Assistant Lecturer of College Lecturer in the Department of Philosophy. The salary scales are:

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Assistant Lecturer: £5,453 — £7,011 p.a.

Application forms and further details of the post may be obtained from the undersigned.

Latest date for receipt of applications is Wednesday, 8 April, 1980.

M. F. Kelleher, Secretary

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  - (b) Chief Technician

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  - (a) Professor/Associate Professor/Lecturer in ZOOLOGY (Animal physiology, ecology, etc.)
  - (b) Chief Technician

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  - (b) Chief Technician

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  - (a) Professor/Associate Professor/Lecturer in BIOTECHNOLOGY (Biotechnology, etc.)
  - (b) Chief Technician

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  - (b) Chief Technician

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  - (a) Professor/Associate Professor/Lecturer in AGRICULTURAL ENGINEERING (Agricultural engineering, etc.)
  - (b) Chief Technician

8. DEPARTMENT OF AGRICULTURAL MECHANICS
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  - (b) Chief Technician

15. DEPARTMENT OF AGRICULTURAL BIOLOGY
  - (a) Professor/Associate Professor/Lecturer in AGRICULTURAL BIOLOGY (Agricultural biology, etc.)
  - (b) Chief Technician

16. DEPARTMENT OF AGRICULTURAL CHEMISTRY
  - (a) Professor/Associate Professor/Lecturer in AGRICULTURAL CHEMISTRY (Agricultural chemistry, etc.)
  - (b) Chief Technician

17. DEPARTMENT OF AGRICULTURAL PHYSICS
  - (a) Professor/Associate Professor/Lecturer in AGRICULTURAL PHYSICS (Agricultural physics, etc.)
  - (b) Chief Technician

18. DEPARTMENT OF AGRICULTURAL BIOLOGY
  - (a) Professor/Associate Professor/Lecturer in AGRICULTURAL BIOLOGY (Agricultural biology, etc.)
  - (b) Chief Technician

### BATH THE UNIVERSITY

#### ANALYSIS, EVALUATION, IMPLEMENTATION

This one-year MSc provides a training in policy analysis for those working in the public sector. The programme is designed to provide a thorough grounding in the theory and practice of policy analysis. It is a full-time programme lasting one year. The programme is designed to provide a thorough grounding in the theory and practice of policy analysis. It is a full-time programme lasting one year.

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### DURHAM THE UNIVERSITY

#### MASTER OF THE COLLEGE

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**Anthony Eggar**



He paused from his labours and melancholically looked out across the former university playing fields where even now the first sprigs of daffodils were beginning to show above the snow. Away to his left he could see the Chancellor beginning his lunchtime snuff on the Weisler's Hot Dog stall while standing next the familiar figure of the Professor of Applied Economics with his tray of lottery tickets. It was going to be a cruel spring. A cold uncompromising materialist climate. With a very little at his disposal he could do a lot. He could pump money from the state and truck it to some poor P.D.F. or twinkle a secretary.

Two comments on that. I could argue that for a while we ought to spend time thinking more about the needs of the clever, since they too have been neglected over the past years, on almost all the important issues. But that's not *alternatives*. We have to do right by the great body of people and also train clever people to the top of their bent, and for several good reasons. What passes have we come to when writers of education set these issues *against* each other? The instance of minority? With friends like this on the left, we do not need enemies from the right.

In the face of this kind of foolish fighting, the people in the middle have often repulsed into a happy and unexciting compromise, other twisting and turning. They do not want to be caught in a position where the anti-elfist guy can be fired at them, but they do still want to think that educational matters, too, to be worked for, is not a happy and unexciting compromise. The result is the raising of insurance-policy face-grin expressions in much current educational writing: "It can perhaps be argued that . . . " "It is possible to say, however, that . . ." and the rest. In time we got out from behind a "can" and "possibly," all these hypothetical mappings and movements ultimately to right and to left.